

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

**Michigan Academic Standards**  
**Science**  
Grade: K - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
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STANDARD K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

[Social Studies Online](#)  
Grade 1 - Life Long Ago  
Grade 1 - The Earth Around Us

STANDARD K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

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

STRAND / STANDARD CATEGORY	MI.SC.3.	Weather and Climate
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STANDARD K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

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

**Michigan Academic Standards**  
**Social Studies**  
Grade: K - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING

GRADE LEVEL EXPECTATION P3.4. Explain the challenges people have faced and actions they have taken to address issues at different times and places.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P4.	CIVIC PARTICIPATION

GRADE LEVEL EXPECTATION P4.2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

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

GRADE LEVEL EXPECTATION	P4.3.	Explain different strategies students and others could take to address problems and predict possible results.  <a href="#">Social Studies Online</a> Grade 1 - All About Work
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	The World in Spatial Terms – Use geographic representations to acquire, process, and report information from a spatial perspective.
EXPECTATION	K – G1.0.2.	Use directions or positional words to identify significant locations in the classroom.  <a href="#">Social Studies Online</a> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	Places and Regions – Understand how regions are created from common physical and human characteristics.
EXPECTATION	K – G2.0.1.	Identify and describe places in the immediate environment.  <a href="#">Social Studies Online</a> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C2.	Democratic Values and Constitutional Principles of American Government
EXPECTATION	K – C2.0.1.	Identify the American flag as an important symbol of the United States.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
EXPECTATION	K – C2.0.2.	Explain why people do not have the right to do whatever they want.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
EXPECTATION	K – C2.0.3.	Describe fair ways for groups to make decisions.  <a href="#">Social Studies Online</a> Grade 1 - Let's Learn About the Government
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C5.	Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

EXPECTATION K – Describe situations in which they demonstrated self-discipline and individual responsibility.  
C5.0.1.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E1.	Market Economy – Use fundamental principles and concepts of economics to understand economic activity in a market economy.

EXPECTATION K – Describe economic wants they have experienced.  
E1.0.1.

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

EXPECTATION K – Distinguish between goods and services.  
E1.0.2.

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

EXPECTATION K – Recognize situations in which people trade.  
E1.0.3.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN
STANDARD		PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)
GRADE LEVEL EXPECTATION	P4.2.	Civic Participation – Act constructively to further the public good.

EXPECTATION K – Participate in projects to help or inform others.  
P4.2.2.

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

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

**Michigan Academic Standards**  
**Science**  
Grade: 1 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Structure, Function, and Information Processing
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STANDARD 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

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

STRAND / STANDARD CATEGORY	MI.SC.3.	Space Systems: Patterns and Cycles
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STANDARD 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

**Social Studies Online**  
Grade 1 - The Earth Around Us  
Grade 2 - Land and Water Around Us

**Michigan Academic Standards**  
**Social Studies**  
Grade: 1 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION P1.1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

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

GRADE LEVEL EXPECTATION P1.3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS

GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us
STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING
GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P4.	CIVIC PARTICIPATION
GRADE LEVEL EXPECTATION	P4.2.	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
GRADE LEVEL EXPECTATION	P4.3.	Explain different strategies students and others could take to address problems and predict possible results.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		HISTORY
GRADE LEVEL EXPECTATION	H2.	Living and Working Together in Families and Schools – Use historical thinking to understand the past.
EXPECTATION	1 - H2.0.3.	Use historical sources to draw possible conclusions about family or school life in the past.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago
EXPECTATION	1 - H2.0.4.	Compare life today with life in the past using the criteria of family, school, jobs, or communication.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago

EXPECTATION	1 - H2.0.5.	Identify the events or people celebrated during U.S. national holidays and why we celebrate them.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	The World in Spatial Terms – Use geographic representations to acquire, process, and report information from a spatial perspective.
EXPECTATION	1 – G1.0.2.	Describe places using absolute location or relative location.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us
EXPECTATION	1 – G1.0.3.	Distinguish between landmasses and bodies of water using maps and globes.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	Places and Regions – Understand how regions are created from common physical and human characteristics.
EXPECTATION	1 – G2.0.1.	Distinguish between physical and human characteristics of places.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	Human Systems – Understand how human activities help shape the Earth's surface.
EXPECTATION	1 – G4.0.1.	Use components of culture to describe diversity in family life.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 2 - Living Together Jerusalem - Then and Now (Younger Grades)
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		GEOGRAPHY

<b>GRADE LEVEL EXPECTATION</b>	<b>G5.</b>	<b>Environment and Society – Understand the effects of human-environment interactions.</b>
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EXPECTATION 1 – Describe ways in which people are part of, modify, and adapt to their physical environments.  
G5.0.1.

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

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C2.</b>	<b>Democratic Values and Constitutional Principles of American Government</b>

EXPECTATION 1 – Identify important symbols of the United States of America and what they represent.  
C2.0.2.

[Social Studies Online](#)  
Grade 1 - Let's Learn About the Government  
Grade 1 - Life Long Ago  
Grade 2 - Our Government At Work  
Washington, DC - Grades K - 5

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C5.</b>	<b>Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</b>

EXPECTATION 1 – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.  
C5.0.2.

[Social Studies Online](#)  
Grade 1 - Let's Learn About the Government  
Grade 2 - Our Government At Work

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE</b>
<b>STANDARD</b>		<b>ECONOMICS</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>E1.</b>	<b>Market Economy – Use fundamental principles and concepts of economics to understand economic activity in a market economy.</b>

EXPECTATION 1 – Distinguish between producers and consumers of goods and services.  
E1.0.1.

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

EXPECTATION 1 – Describe ways in which families consume goods and services.  
E1.0.2.

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

EXPECTATION	1 – E1.0.3.	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).  <b><u>Social Studies Online</u></b> <b>Grade 2 - Work and Money</b>
EXPECTATION	1 – E1.0.5.	Describe ways in which people earn money.  <b><u>Social Studies Online</u></b> <b>Grade 1 - All About Work</b> <b>Grade 2 - Work and Money</b>
EXPECTATION	1 – E1.0.6.	Describe how money simplifies trade.  <b><u>Social Studies Online</u></b> <b>Grade 1 - All About Work</b> <b>Grade 2 - Work and Money</b>

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)
GRADE LEVEL EXPECTATION	P3.1.	Identifying and Analyzing Public Issues – Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

EXPECTATION	1 – P3.1.1.	Identify public issues in the school community.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Families and Neighbors</b>
EXPECTATION	1 – P3.1.2.	Use graphic data to analyze information about a public issue in the school community.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Families and Neighbors</b>
EXPECTATION	1 – P3.1.3.	Identify alternative resolutions to a public issue in the school community.  <b><u>Social Studies Online</u></b> <b>Grade 1 - Families and Neighbors</b>

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE
STANDARD		PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)
GRADE LEVEL EXPECTATION	P4.2.	Civic Participation – Act constructively to further the public good.

EXPECTATION	1 – P4.2.1.	Develop and implement an action plan to address or inform others about a school issue.  <b><u>Social Studies Online</u></b> <b>Grade 1 - All About Work</b> <b>Grade 2 - Work and Money</b>
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EXPECTATION	1 – P4.2.2.	Participate in projects to help or inform others.
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**Social Studies Online**

Grade 1 - All About Work

Grade 2 - Work and Money

**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 2 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Interdependent Relationships in Ecosystems
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STANDARD 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

**Social Studies Online**

Grade 2 - Land and Water Around Us

STANDARD 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.3.	Earth's Systems: Processes that Shape the Earth
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STANDARD 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

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

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD 2-ESS2-2MI. Develop a model to represent the state of Michigan and the Great Lakes, or a more local land area and water body.

**Social Studies Online**

Grade 3 - Geography of Our Communities

STANDARD	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a>
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STANDARD	2-ESS2-3MI.	Obtain information to identify where fresh water is found on Earth, including the Great Lakes and Great Lakes Basin.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>
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**Michigan Academic Standards**

**Social Studies**

Grade: 2 - Adopted: 2019

STAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">The Sahara Desert</a>
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GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">The Sahara Desert</a>
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STAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS

GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social studies problems.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
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GRADE LEVEL EXPECTATION	P2.2.	Differentiate between compelling questions and supporting questions.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
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GRADE LEVEL EXPECTATION	P2.3.	Use supporting questions to help answer compelling social studies questions.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
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GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">The Sahara Desert</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING

GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS K-2
STANDARD	P4.	CIVIC PARTICIPATION

GRADE LEVEL EXPECTATION	P4.2.	Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
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GRADE LEVEL EXPECTATION	P4.3.	Explain different strategies students and others could take to address problems and predict possible results.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		HISTORY
GRADE LEVEL EXPECTATION	H2.	Living and Working Together in Communities – Use historical thinking to understand the past.

EXPECTATION	2 - H2.0.1.	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
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EXPECTATION	2 - H2.0.2.	Examine different perspectives of the same event in a community and explain how and why they are different.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us
EXPECTATION	2 - H2.0.3.	Explain how individuals and groups have made significant historical changes.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
EXPECTATION	2 - H2.0.4.	Describe changes in the local community over time.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 1 - The Earth Around Us Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	2 - H2.0.5.	Describe how community members responded to a problem in the past.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us
EXPECTATION	2 - H2.0.6.	Construct a historical narrative about the history of the local community from a variety of sources.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	Places and Regions – Understand how regions are created from common physical and human characteristics.

EXPECTATION	2 – G2.0.1.	Compare the physical and human characteristics of the local community with those of another community.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION	2 – G2.0.2.	Describe how the local community is part of a larger region.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	Human Systems – Understand how human activities help shape the Earth's surface.

EXPECTATION 2 – Describe land use in the community.  
G4.0.1.

[Social Studies Online](#)  
[Grade 1 - Families and Neighbors](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Living Together](#)  
[Grade 3 - Geography of Our Communities](#)  
[Grade 3 - How The Country Was Settled](#)  
[Grade 3 - The First Americans](#)

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C1.	Purposes of Government – Explain why people create governments.

EXPECTATION 2 – Explain why people form governments.  
C1.0.1.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C2.	Democratic Values and Constitutional Principles of American Government

EXPECTATION 2 – Describe how the Pledge of Allegiance reflects the Democratic Value of patriotism.  
C2.0.2.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C5.	Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

EXPECTATION 2 – Identify ways in which people participate in community decisions.  
C5.0.1.

[Social Studies Online](#)  
[Grade 1 - All About Work](#)  
[Grade 1 - Let's Learn About the Government](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 2 - Work and Money](#)

EXPECTATION	2 – C5.0.2.	Distinguish between personal and civic responsibilities and explain why they are important in community life.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
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EXPECTATION	2 – C5.0.3.	Design and participate in community improvement projects that help or inform others.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E1.	Market Economy – Use fundamental principles and concepts of economics to understand economic activity in a market economy.

EXPECTATION	2 – E1.0.1.	Identify the opportunity cost involved in a consumer decision.  <b><u>Social Studies Online</u></b> Grade 3 - I Am a Consumer
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EXPECTATION	2 – E1.0.2.	Describe how businesses in the local community meet economic wants of consumers.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
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EXPECTATION	2 – E1.0.3.	Describe the natural, human, and capital resources needed for production of a good or service in a community.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
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EXPECTATION	2 – E1.0.4.	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (interdependence).  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
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EXPECTATION	2 – E1.0.5.	Utilize a decision-making process to analyze the benefits and costs of a personal decision.  <b><u>Social Studies Online</u></b> Grade 3 - I Am a Consumer
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO
STANDARD		PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)
GRADE LEVEL EXPECTATION	P4.2.	Civic Participation – Act constructively to further the public good.

EXPECTATION	2 – P4.2.1.	<p>Develop and implement an action plan to address or inform others about a community issue.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>
EXPECTATION	2 – P4.2.2.	<p>Participate in projects to help or inform others.</p> <p><b><u>Social Studies Online</u></b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>



**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 3 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Interdependent Relationships in Ecosystems
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STANDARD 3-LS2-1. Construct an argument that some animals form groups that help members survive.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STANDARD 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

**Social Studies Online**

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - West Region Today

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.3.	Inheritance and Variation of Traits: Life Cycles and Traits
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STANDARD 3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**Social Studies Online**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STANDARD	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

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

STANDARD	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>

STANDARD	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>

#### Michigan Academic Standards

#### Social Studies

Grade: 3 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>

GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5</b>
STANDARD	P2.	<b>INQUIRY, RESEARCH, AND ANALYSIS</b>
GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social studies problems.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
GRADE LEVEL EXPECTATION	P2.2.	Differentiate between compelling questions and supporting questions.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
GRADE LEVEL EXPECTATION	P2.3.	Use supporting questions to help answer compelling social studies questions.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING

GRADE LEVEL EXPECTATION P3.4. Explain the challenges people have faced and actions they have taken to address issues at different times and places.

[Social Studies Online](#)

Grade 2 - Work and Money

Grade 4 - Northeast

Grade 4 - West Region Geography

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P4.	CIVIC PARTICIPATION

GRADE LEVEL EXPECTATION P4.2. Assess options for individuals and groups to plan and conduct activities intended to advance views on matters of public policy.

[Social Studies Online](#)

Grade 2 - Work and Money

GRADE LEVEL EXPECTATION P4.3. Explain different strategies students and others could take to address problems and predict possible results.

[Social Studies Online](#)

Grade 2 - Work and Money

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
STANDARD		HISTORY
GRADE LEVEL EXPECTATION	H3.	The History of Michigan (Through Statehood) – Use historical thinking to understand the past.

EXPECTATION 3 – H3.0.4. Draw upon traditional stories and/or teachings of Indigenous Peoples who lived and continue to live in Michigan in order to better understand their beliefs and histories.

[Social Studies Online](#)

Grade 4 - Midwest Region Early Beginnings

EXPECTATION 3 – H3.0.5. Use informational text and visual data to compare how Indigenous Peoples and non-Indigenous Peoples in the early history of Michigan interacted with, adapted to, used, and/or modified their environments.

[Social Studies Online](#)

Grade 4 - Midwest Region Early Beginnings

EXPECTATION 3 – H3.0.6. Use a variety of sources to describe interactions that occurred between Indigenous Peoples and the first European explorers and settlers in Michigan.

[Social Studies Online](#)

Grade 4 - Midwest Region Early Beginnings

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
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STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	The World in Spatial Terms – Use geographic representations to acquire, process, and report information from a spatial perspective.

EXPECTATION 3 – G1.0.2. Use thematic maps to identify and describe the physical and human characteristics of Michigan.

**Social Studies Online**  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Midwest Region Today

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	Places and Regions – Understand how regions are created from common physical and human characteristics.

EXPECTATION 3 – G2.0.1. Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.

**Social Studies Online**  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Midwest Region Today

EXPECTATION 3 – G2.0.2. Describe different regions to which Michigan belongs.

**Social Studies Online**  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Midwest Region Today  
 Grade 4 - Northeast

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	Human Systems – Understand how human activities help shape the Earth's surface.

EXPECTATION 3 – G4.0.1. Describe major kinds of economic activity in Michigan today, such as agriculture, forestry, manufacturing, services and tourism, and research and development, and explain the factors influencing the location of these economic activities.

**Social Studies Online**  
 Exploring Cuba  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Midwest Region Today  
 Grade 4 - Northeast  
 Grade 4 - Southwest Region Today  
 Grade 4 - West Region Today

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
STANDARD		GEOGRAPHY

<b>GRADE LEVEL EXPECTATION</b>	<b>G5.</b>	<b>Environment and Society – Understand the effects of human-environment interactions.</b>
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EXPECTATION 3 –  
G5.0.2. Locate natural resources in Michigan and explain the consequences of their use.

**Social Studies Online**  
[Grade 3 - Geography of Our Communities](#)  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Midwest Region Today](#)

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C2.</b>	<b>Democratic Values and Constitutional Principles of American Government</b>

EXPECTATION 3 –  
C2.0.1. Describe how the Michigan state government reflects the principle of representative government.

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

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C3.</b>	<b>Structure and Functions of Government – Describe the structure of government in the United States and how it functions.</b>

EXPECTATION 3 –  
C3.0.1. Distinguish between the roles of tribal, state, and local gove.

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

EXPECTATION 3 –  
C3.0.3. Identify the three branches of state government in Michigan and the powers of each.

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

EXPECTATION 3 –  
C3.0.4. Explain how state courts function to resolve conflict.

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

<b>STRAND / STANDARD CATEGORY</b>		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE</b>
<b>STANDARD</b>		<b>CIVICS AND GOVERNMENT</b>
<b>GRADE LEVEL EXPECTATION</b>	<b>C5.</b>	<b>Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.</b>

EXPECTATION 3 –  
C5.0.1. Identify and explain rights and responsibilities of citizenship.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE
STANDARD		PUBLIC DISCOURSE, DECISION MAKING, AND CIVIC PARTICIPATION (P3, P4)
GRADE LEVEL EXPECTATION	P4.2.	Civic Participation – Act constructively to further the public good.

EXPECTATION      3 –      Participate in projects to help or inform others.  
P4.2.2.

**Social Studies Online**

**Grade 2 - Work and Money**

**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 4 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Energy
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STANDARD 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

STRAND / STANDARD CATEGORY	MI.SC.2.	Waves: Waves and Information
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STANDARD 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

**Social Studies Online**

Grade 3 - Geography of Our Communities

STRAND / STANDARD CATEGORY	MI.SC.3.	Structure, Function, and Information Processing
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STANDARD 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

**Social Studies Online**

Grade 4 - West Region Geography

Who Lives On a Coral Reef?



STRAND / STANDARD CATEGORY	MI.SC.4.	Earth's Systems: Processes that Shape the Earth
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STANDARD 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation

**Social Studies Online**  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Midwest Region Today  
 Grade 4 - Southwest Region Early Beginnings  
 National Parks - Alaska & Hawaii  
 National Parks - Washington, Oregon, Idaho, Montana, Colorado  
 National Parks - Wyoming, Utah

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

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

STANDARD 4-ESS3-2MI. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on Michigan's people and places.

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

**Michigan Academic Standards**  
**Social Studies**  
 Grade: 4 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION P1.1. Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.

**Social Studies Online**  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Grade 4 - Northeast  
 The Sahara Desert

GRADE LEVEL EXPECTATION P1.3. Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.

**Social Studies Online**  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Grade 3 - Geography of Our Communities  
 Grade 4 - Northeast  
 The Sahara Desert

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS

GRADE LEVEL EXPECTATION	P2.1.	<p>Use compelling and supporting questions to investigate social studies problems.</p> <p><b><u>Social Studies Online</u></b>            Ancient China - Qin &amp; Han Dynasties            Ancient China - Shang &amp; Zhou Dynasties            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            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</p>
GRADE LEVEL EXPECTATION	P2.2.	<p>Differentiate between compelling questions and supporting questions.</p> <p><b><u>Social Studies Online</u></b>            Ancient China - Qin &amp; Han Dynasties            Ancient China - Shang &amp; Zhou Dynasties            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            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</p>
GRADE LEVEL EXPECTATION	P2.3.	<p>Use supporting questions to help answer compelling social studies questions.</p> <p><b><u>Social Studies Online</u></b>            Ancient China - Qin &amp; Han Dynasties            Ancient China - Shang &amp; Zhou Dynasties            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            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</p>

GRADE LEVEL EXPECTATION	P2.5.	Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>
STAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING
GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
STAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	The World in Spatial Terms – Use geographic representations to acquire, process, and report information from a spatial perspective.
EXPECTATION	4 – G1.0.1.	Identify questions geographers ask in examining the United States.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades K - 5</a>
EXPECTATION	4 – G1.0.2.	Identify and describe the characteristics and purposes of a variety of technological geographic tools.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>

EXPECTATION	4 – G1.0.3.	<p>Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.</p> <p><b><u>Social Studies Online</u></b>            Grade 3 - Geography of Our Communities            Grade 4 - Midwest Region Early Beginnings            Grade 4 - Midwest Region Today            Grade 4 - Northeast            Grade 4 - Southeast Region of the U.S.            Grade 4 - Southwest Region Early Beginnings            Grade 4 - Southwest Region Today            Grade 4 - West Region Early Beginnings            Grade 4 - West Region Geography            Grade 4 - West Region Landforms            Grade 4 - West Region Today            National Parks - Alaska &amp; Hawaii            National Parks - Nevada, California            National Parks - Washington, Oregon, Idaho, Montana, Colorado            National Parks - Wyoming, Utah            Washington, DC - Grades K - 5</p>
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EXPECTATION	4 – G1.0.4.	<p>Use maps to describe elevation, climate, and patterns of population density in the United States.</p> <p><b><u>Social Studies Online</u></b>            Grade 4 - Northeast            Grade 4 - West Region Geography            Grade 4 - West Region Landforms</p>
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EXPECTATION	4 – G1.0.5.	<p>Use hemispheres, continents, oceans, and major lines of latitude to describe the relative location of the United States on a world map.</p> <p><b><u>Social Studies Online</u></b>            Grade 4 - Northeast</p>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	Places and Regions – Understand how regions are created from common physical and human characteristics.

EXPECTATION	4 – G2.0.1.	<p>Describe ways in which the United States can be divided into different regions.</p> <p><b><u>Social Studies Online</u></b>            Barcelona            Grade 3 - Geography of Our Communities            Grade 4 - Midwest Region Early Beginnings            Grade 4 - Midwest Region Today            Grade 4 - Northeast            Grade 4 - Southeast Region of the U.S.            Grade 4 - Southwest Region Early Beginnings            Grade 4 - Southwest Region Today            Grade 4 - West Region Early Beginnings            Grade 4 - West Region Geography            Grade 4 - West Region Landforms            Grade 4 - West Region Today            National Parks - Alaska &amp; Hawaii            National Parks - Nevada, California            National Parks - Washington, Oregon, Idaho, Montana, Colorado            National Parks - Wyoming, Utah            Washington, DC - Grades K - 5</p>
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EXPECTATION	4 – G2.0.2.	Locate and describe human and physical characteristics of major U.S. regions and compare them to the Great Lakes region.
		<a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Washington, DC - Grades K - 5</a>

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	Human Systems – Understand how human activities help shape the Earth's surface.

EXPECTATION	4 – G4.0.1.	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration.
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[Social Studies Online](#)  
[Grade 3 - A Country of Cultures](#)  
[Grade 3 - How The Country Was Settled](#)  
[Grade 3 - The First Americans](#)  
[Grade 4 - Northeast](#)

EXPECTATION	4 – G4.0.2.	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - How The Country Was Settled</a>

EXPECTATION	4 – G4.0.3.	Describe some of the movements of resources, goods, people, and information to, from, or within the United States, and explain the reasons for the movements.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		CIVICS AND GOVERNMENT

GRADE LEVEL EXPECTATION	C2.	Democratic Values and Constitutional Principles of American Government
EXPECTATION C2.0.1.	4 –	<p>Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
EXPECTATION C2.0.2.	4 –	<p>Describe how rights guaranteed by the Constitution, including the Bill of Rights, and Democratic Values are involved in everyday situations.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a></p>
STAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C3.	Structure and Functions of Government – Describe the structure of government in the United States and how it functions.
EXPECTATION C3.0.1.	4 –	<p>Give examples of ways the Constitution limits the powers of the federal government.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
EXPECTATION C3.0.2.	4 –	<p>Give examples of powers exercised by the federal government, tribal governments and state governments.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
EXPECTATION C3.0.3.	4 –	<p>Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a></p>
EXPECTATION C3.0.4.	4 –	<p>Describe how the powers of the federal government are separated among the branches.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
EXPECTATION C3.0.5.	4 –	<p>Give examples of how the system of checks and balances limits the power of the federal government.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How Government Helps Our Communities</a>  <a href="#">Washington, DC - Grades K - 5</a></p>

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C5.	Civic Participation – Explain important rights and how, when, and where members of American society demonstrate their responsibilities by actively participating in civic life.

EXPECTATION 4 – C5.0.1. Explain the responsibilities of members of American society.

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

EXPECTATION 4 – C5.0.2. Explain rights of citizenship, why rights have limits, and the relationships between rights and responsibilities.

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

EXPECTATION 4 – C5.0.3. Describe ways in which people can work together to promote the values and principles of American democracy.

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

STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E1.	Market Economy – Use fundamental principles and concepts of economics to understand economic activity in a market economy.

EXPECTATION 4 – E1.0.4. Explain how price affects decisions about purchasing goods and services.

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

EXPECTATION 4 – E1.0.7. Describe the role of money in the exchange of goods and services.

[Social Studies Online](#)  
Grade 3 - I Am a Consumer

**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 5 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.2.	Matter and Energy in Organisms and Ecosystems
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STANDARD 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**Social Studies Online**

Galapagos Islands

Who Lives On a Coral Reef?

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

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.3.	Earth's Systems
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STANDARD 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah



STANDARD	5-ESS2-1M.	<p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact in Michigan and the Great Lakes basin.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Grade 4 - Midwest Region Today  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Geography  Grade 4 - West Region Landforms  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
STANDARD	5-ESS2-2.	<p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Nevada, California</p>
STANDARD	5-ESS3-1.	<p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Who Lives On a Coral Reef?</p>

**Michigan Academic Standards**

**Social Studies**

Grade: 5 - Adopted: 2019

STAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY
GRADE LEVEL EXPECTATION	P1.1.	<p>Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.</p> <p><b><u>Social Studies Online</u></b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Northeast  The Sahara Desert</p>

GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas or information in written, spoken, and graphic forms including tables, line graphs, bar graphs, and maps.  <u><b>Social Studies Online</b></u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5</b>
STANDARD	P2.	<b>INQUIRY, RESEARCH, AND ANALYSIS</b>
GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social studies problems.  <u><b>Social Studies Online</b></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 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
GRADE LEVEL EXPECTATION	P2.2.	Differentiate between compelling questions and supporting questions.  <u><b>Social Studies Online</b></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 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

GRADE LEVEL EXPECTATION	P2.3.	<p>Use supporting questions to help answer compelling social studies questions.</p> <p><b><u>Social Studies Online</u></b>            Ancient China - Qin &amp; Han Dynasties            Ancient China - Shang &amp; Zhou Dynasties            Ancient Egypt - Land of the Pharaohs            Ancient Egypt - Land of the Pyramids            Ancient Greece            Ancient Mayan Civilization            Ancient Rome            Canada: Coast to Coast            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>
GRADE LEVEL EXPECTATION	P2.5.	<p>Use data presented in social science tables, graphs, graphics, maps, and texts to answer compelling and supporting questions.</p> <p><b><u>Social Studies Online</u></b>            Canada: Coast to Coast            Canada: Our Northern Neighbor            Grade 4 - Northeast            The Sahara Desert</p>
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS 3-5</b>
STANDARD	P3.	<b>PUBLIC DISCOURSE AND DECISION MAKING</b>
GRADE LEVEL EXPECTATION	P3.4.	<p>Explain the challenges people have faced and actions they have taken to address issues at different times and places.</p> <p><b><u>Social Studies Online</u></b>            Canada: Our Northern Neighbor            Grade 4 - Northeast            Grade 4 - West Region Geography</p>
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE</b>
STANDARD	U1.	<b>USHG ERA 1 – BEGINNINGS TO 1620</b>
GRADE LEVEL EXPECTATION	U1.1.	<b>Indigenous Peoples' Lives in the Americas – Describe the lives of the Indigenous Peoples living in North America prior to European contact.</b>
EXPECTATION	5 – U1.1.1.	<p>Use maps to locate peoples in the Eastern Woodland (the Woodland Peoples east of the Mississippi River), desert Southwest, the Pacific Northwest, and the nomadic nations of the Great Plains.</p> <p><b><u>Social Studies Online</u></b>            Grade 4 - Midwest Region Early Beginnings            Grade 4 - Southwest Region Early Beginnings            Grade 4 - Southwest Region Today            Grade 4 - West Region Early Beginnings</p>

EXPECTATION	5 – U1.1.2.	Compare how Indigenous Peoples in the Eastern Woodland and another tribal region adapted to or modified the environment.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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EXPECTATION	5 – U1.1.3.	Describe Eastern Woodland life with respect to governmental and family structures, trade, and their relationship to the land.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U1.	USHG ERA 1 – BEGINNINGS TO 1620
GRADE LEVEL EXPECTATION	U1.2.	European Exploration – Identify the causes and consequences of European exploration and colonization.

EXPECTATION	5 – U1.2.1.	Explain the technological and political developments that made sea exploration possible.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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EXPECTATION	5 – U1.2.2.	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U1.	USHG ERA 1 – BEGINNINGS TO 1620
GRADE LEVEL EXPECTATION	U1.4.	Three World Interactions – Describe the environmental, political, and cultural consequences of the interactions among European, African, and Indigenous Peoples in the late 15th century through the 17th century.

EXPECTATION	5 – U1.4.1.	Describe the convergence of Europeans, Indigenous Peoples, and Africans in the Americas after 1492 from the perspective of these three groups.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.1.	European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.
EXPECTATION	5 – U2.1.1.	Describe significant developments in the Southern colonies, including:

INDICATOR	5 – U2.1.1.1.	patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
INDICATOR	5 – U2.1.1.3.	the development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia).  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	5 – U2.1.1.6.	the development of slavery.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.1.	European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.
EXPECTATION	5 – U2.1.2.	Describe significant developments in the New England colonies, including:
INDICATOR	5 – U2.1.2.1.	patterns of settlement and control including the impact of geography (landforms and climate) on settlement.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
INDICATOR	5 – U2.1.2.4.	religious tensions in Massachusetts that led to the establishment of other colonies in New England.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.1.	European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.
EXPECTATION	5 – U2.1.3.	Describe significant developments in the Middle colonies, including:
INDICATOR	5 – U2.1.3.1.	patterns of settlement and control, including the impact of geography (landforms and climate) on settlement.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
INDICATOR	5 – U2.1.3.3.	the growth of economies in the Middle colonies, the Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle colonies.  <a href="#">Social Studies Online</a> Grade 4 - Northeast

INDICATOR	5 – U2.1.3.4.	immigration patterns leading to ethnic diversity in the Middle colonies.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.1.	European Struggle for Control of North America – Compare the regional settlement patterns and describe significant developments in Southern, New England, and the Mid-Atlantic colonies.

  

EXPECTATION	5 – U2.1.4.	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle colonies.  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.2.	European Slave Trade and Slavery in Colonial America – Analyze the development of the slave system in the Americas and its impact.

  

EXPECTATION	5 – U2.2.2.	Describe the lives of enslaved Africans and free Africans, including fugitive and escaped slaves in the American colonies.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
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EXPECTATION	5 – U2.2.3.	Describe how enslaved and free Africans struggled to retain elements of their diverse African histories and cultures to develop distinct African-American identities.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U2.	USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)
GRADE LEVEL EXPECTATION	U2.3.	Life in Colonial America – Distinguish among and explain the reasons for regional differences in colonial America.

  

EXPECTATION	5 – U2.3.1.	Locate the New England, Middle, and Southern colonies on a map.  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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EXPECTATION	5 – U2.3.3.	Describe colonial life in America from the perspectives of at least three different groups of people.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
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EXPECTATION	5 – U2.3.4.	Describe the development of the emerging labor force in the colonies.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
EXPECTATION	5 – U2.3.5.	Make generalizations about the reasons for regional differences in colonial America.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U3.	USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754 - 1800)
GRADE LEVEL EXPECTATION	U3.1.	Causes of the American Revolution – Identify the major political, economic, and ideological reasons for the American Revolution.
EXPECTATION	5 – U3.1.1.	Describe how the French and Indian War affected British policy toward the colonies and subsequent colonial dissatisfaction with the new policy.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	5 – U3.1.2.	Describe the causes and effects of events such as the Stamp Act, the Boston Massacre, the Boston Tea Party, and the Intolerable Acts.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	5 – U3.1.3.	Using an event from the Revolutionary era, explain how British and colonial views on authority and the use of power without authority differed (views on representative government).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	5 – U3.1.4.	Describe the role of the First and Second Continental Congresses in unifying the colonies.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	5 – U3.1.5.	Use the Declaration of Independence to explain why many colonists wanted to separate from Great Britain and why they believed they had the right to do so.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	5 – U3.1.7.	Describe how colonial experiences with self-government and ideas about government influenced the decision to declare independence.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

EXPECTATION	5 – U3.1.8.	Identify a problem that people in the colonies faced, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE
STANDARD	U3.	USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754 - 1800)
GRADE LEVEL EXPECTATION	U3.2.	The American Revolution and its Consequences – Explain the multi-faceted nature of the American Revolution and its consequences.

EXPECTATION	5 – U3.2.1.	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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EXPECTATION	5 – U3.2.3.	Investigate the role of women, enslaved and freed Africans, Indigenous Peoples, and France in helping shape the outcome of the war.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 6 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Structure and Properties of Matter
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STANDARD MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / STANDARD CATEGORY	MI.SC.7.	Structure, Function, and Information Processing (continued)
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STANDARD MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Social Studies Online**

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.8.	Matter and Energy in Organisms and Ecosystems
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STANDARD MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

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

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

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

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems
STANDARD	MS-LS2-2.	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STANDARD	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
STANDARD	MS-LS1-4.	<p>Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">How Coral Reefs Are Formed</a></p>
STANDARD	MS-LS1-5.	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Galapagos Islands</a>  <a href="#">How Coral Reefs Are Formed</a></p>
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth

STANDARD	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
STANDARD	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Wyoming, Utah</a>
STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
STANDARD	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>
STANDARD	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">The Sahara Desert</a>
STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
STANDARD	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a>
STANDARD	MS-ESS2-5MI.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a>

STANDARD	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>
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STANDARD	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">Who Lives On a Coral Reef?</a>
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STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
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STANDARD	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Who Lives On a Coral Reef?</a>
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STANDARD	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Who Lives On a Coral Reef?</a>
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#### Michigan Academic Standards

#### Social Studies

Grade: 6 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
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GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS
GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social scientific problems.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Rome - The Eternal City</a>
GRADE LEVEL EXPECTATION	P2.2.	Evaluate data presented in social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING
GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.1.	Spatial Thinking – Use maps and other geographic tools to acquire and process information from a spatial perspective.

INDICATOR	6 – G1.1.1.	Use a variety of geographic tools (maps, globes, and web-based geography technology) to analyze the world at global, regional, and local scales.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
ST RAND / ST ANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
ST ANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.2.	Geographical Inquiry and Analysis – Use skills of geographic inquiry and analysis to answer important questions about relationships between people, their cultures, and their environments, in their communities and within the larger world context. Students use information to make reasoned judgments based on the authenticity of the information, critically analyze the information, and present the results.

INDICATOR	6 – G1.2.1.	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">The Sahara Desert</a> <a href="#">Washington, DC - Grades 6 - 12</a>
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INDICATOR	6 – G1.2.2.	Explain why maps of the same place may vary, including the perspectives and purposes of the cartographers.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
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INDICATOR	6 – G1.2.4.	Use images as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">The Sahara Desert</a>
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ST RAND / ST ANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
ST ANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G1.	THE WORLD IN SPATIAL TERMS: GEOGRAPHICAL HABITS OF MIND
EXPECTATION	G1.3.	Geographical Understanding – The purpose of middle school geography curriculum is to develop content, themes, skills, and perspectives that can help students understand a diverse and interconnected world.

INDICATOR	6 – G1.3.1.	<p>Use the fundamental themes of geography (location, place, human-environment interaction, movement, region) to describe regions or places on earth.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p>
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INDICATOR	6 – G1.3.2.	<p>Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	PLACES AND REGIONS
EXPECTATION	G2.1.	Physical Characteristics of Place – Describe the physical characteristics of places.

INDICATOR	6 – G2.1.1.	<p>Locate and describe the basic patterns of landforms.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Ancient China - Qin &amp; Han Dynasties  Barcelona  Canada: Coast to Coast  Canada: Our Northern Neighbor  Exploring Cuba  London - City of Pomp &amp; Majesty  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Paris - City of Light - Grades 6 - 12  The Sahara Desert  Tokyo - City of Contrasts</p>
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INDICATOR	6 – G2.1.2.	<p>Locate and describe the basic patterns and processes of plate tectonics.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii</p>
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INDICATOR	6 – G2.1.3.	<p>Locate and describe the characteristics and patterns of major world climates and ecosystems.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - Grades 2-5  Amazon Rainforest - Grades 6-8  Ancient China - Qin &amp; Han Dynasties  Canada: Coast to Coast  Exploring Cuba  The Sahara Desert</p>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G2.	PLACES AND REGIONS
EXPECTATION	G2.2.	Human Characteristics of Places – Describe the human characteristics of places.

INDICATOR	6 – G2.2.1.	<p>Describe the human characteristics of the region under study, including languages, religions, economic system, governmental system, cultural traditions.</p> <p><b><u>Social Studies Online</u></b>  Canada: Our Northern Neighbor  Exploring Cuba  Galapagos Islands</p>
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INDICATOR	6 – G2.2.3.	<p>Explain how culture and experience influence people's perceptions of places and regions.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Canada: Coast to Coast  Canada: Our Northern Neighbor</p>
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INDICATOR	6 – G2.2.5.	Generalize about how human and natural factors have influenced how people make a living and perform other activities in a place.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G3.	PHYSICAL SYSTEMS
EXPECTATION	G3.1.	Physical Processes – Describe the physical processes that shape the patterns of the Earth's surface.

INDICATOR 6 –  
G3.1.2. Explain the factors that cause different climate types.

**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - Grades 6-8  
Ancient China - Qin & Han Dynasties  
Canada: Coast to Coast  
Exploring Cuba  
The Sahara Desert

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G3.	PHYSICAL SYSTEMS
EXPECTATION	G3.2.	Ecosystems – Describe the characteristics and spatial distribution of ecosystems on Earth's surface.

INDICATOR 6 –  
G3.2.1. Locate major ecosystems and explain how and why they are similar or different as a consequence of latitude, elevation, land-forms, location, and human activity.

**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - Grades 6-8  
Amazon Rainforest - People and Threats - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 6-8  
Canada: Coast to Coast  
Galapagos Islands  
How Coral Reefs Are Formed  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah  
The Sahara Desert  
Who Lives On a Coral Reef?

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
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STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.1.	Cultural Mosaic – Describe the characteristics, distribution, and complexity of Earth’s cultural mosaic.

INDICATOR 6 – G4.1.1. Define culture and describe examples of cultural change through diffusion, including what has diffused, why and where it has spread, and positive and negative consequences of the change.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

INDICATOR 6 – G4.1.3. Describe cultures of the region being studied, including the major languages and religions.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

INDICATOR 6 – G4.1.4. Explain how cultural patterns influence the daily lives of people.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.3.	Patterns of Human Settlement – Describe patterns, processes, and functions of human settlement.

INDICATOR 6 – G4.3.1. Explain how people have modified the environment and used technology to make places more suitable for humans, as well as how modifications sometimes have negative/unintended consequences.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

INDICATOR 6 – G4.3.2. Describe patterns of settlement and explain why people settle where they do and how people make their livings.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

INDICATOR	6 – G4.3.3.	Explain the patterns, causes, and consequences of major human migrations.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G4.	HUMAN SYSTEMS
EXPECTATION	G4.4.	<b>Forces of Cooperation and Conflict – Explain how forces of cooperation and conflict among people influence the division of the Earth's surface and its resources.</b>

INDICATOR	6 – G4.4.1.	Identify factors that contribute to cooperation and conflict between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Greece</a>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G5.	ENVIRONMENT AND SOCIETY
EXPECTATION	G5.1.	<b>Humans and the Environment – Describe how humans use and modify the environment.</b>

INDICATOR	6 – G5.1.1.	Describe examples of how humans have impacted and are continuing to impact the environment in different places as a consequence of population size, resource use, level of consumption, and technology.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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INDICATOR	6 – G5.1.3.	Analyze ways in which human-induced changes in the physical environment in one place can cause changes in other places.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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INDICATOR	6 – G5.1.4.	Define natural resources and explain how people in different places use, define, and acquire resources in different ways.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Our Northern Neighbor</a>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		GEOGRAPHY
GRADE LEVEL EXPECTATION	G5.	ENVIRONMENT AND SOCIETY
EXPECTATION	G5.2.	Physical and Human Systems – Describe how physical and human systems shape patterns on the Earth's surface.

INDICATOR	6 – G5.2.1.	Analyze the effects that a change in the physical environment could have on human activities and the actions people would be required to make (or would choose to make) in response to the change.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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INDICATOR	6 – G5.2.2.	Analyze how combinations of human decisions and natural forces can lead to (or help people avoid) a natural disaster.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C1.	PURPOSES OF GOVERNMENT
EXPECTATION	C1.1.	Nature of Civic Life, Politics, and Government – Describe civic life, politics, and government and explain their relationships.

INDICATOR	6 – C1.1.1.	Compare and contrast different ideas about the purposes of government in different nations, nation-states or governments.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
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STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		CIVICS AND GOVERNMENT
GRADE LEVEL EXPECTATION	C3.	STRUCTURE AND FUNCTIONS OF GOVERNMENT
EXPECTATION	C3.6.	Characteristics of Nation-States – Describe the characteristics of nation-states and how they may interact.

INDICATOR	6 – C3.6.2.	Compare and contrast various forms of government around the world.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E2.	THE NATIONAL ECONOMY
EXPECTATION	E2.3.	Role of Government – Describe how national governments make decisions that affect the national economy.

INDICATOR	6 – E2.3.1.	Analyze the impact of sanctions, tariffs, treaties, quotas, and subsidies.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a>
STRAND / STANDARD CATEGORY		WORLD GEOGRAPHY: GRADE 6
STANDARD		ECONOMICS
GRADE LEVEL EXPECTATION	E3.	INTERNATIONAL ECONOMY
EXPECTATION	E3.1.	Economic Systems – Describe how societies organize to allocate resources to produce and distribute goods and services.

INDICATOR	6 – E3.1.2.	Compare and contrast the economic and ecological costs and benefits of different kinds of energy production.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
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**Main Criteria:** Michigan Academic Standards  
**Secondary Criteria:** Social Studies Online  
**Subjects:** Science, Social Studies  
**Grade:** 7  
**Correlation Options:** Show Correlated

**Michigan Academic Standards**  
**Science**  
Grade: 7 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Structure and Properties of Matter
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STANDARD MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / STANDARD CATEGORY	MI.SC.8.	Matter and Energy in Organisms and Ecosystems
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STANDARD MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

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

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems
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STANDARD MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

STANDARD	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
STANDARD	MS-LS1-5.	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Galapagos Islands</a></p>
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
STANDARD	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STANDARD	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
STANDARD	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Galapagos Islands</a></p>
STANDARD	MS-ESS3-1.	<p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a></p>

STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
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STANDARD	MS-ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><a href="#">Social Studies Online</a> Canada: Coast to Coast</p>
STANDARD	MS-ESS2-5MI.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography.</p> <p><a href="#">Social Studies Online</a> Canada: Coast to Coast</p>
STANDARD	MS-ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><a href="#">Social Studies Online</a> Galapagos Islands</p>
STANDARD	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><a href="#">Social Studies Online</a> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>

STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
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STANDARD	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><a href="#">Social Studies Online</a> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska &amp; Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>
STANDARD	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><a href="#">Social Studies Online</a> Amazon Rainforest - People and Threats - Grades 6-8</p>

Michigan Academic Standards  
Social Studies  
Grade: 7 - Adopted: 2019

STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY



GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P2.	INQUIRY, RESEARCH, AND ANALYSIS

GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social scientific problems.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Rome - The Eternal City</a>
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GRADE LEVEL EXPECTATION	P2.2.	Evaluate data presented in social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P3.	PUBLIC DISCOURSE AND DECISION MAKING

GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	H1.	THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND
GRADE LEVEL EXPECTATION	H1.1.	Temporal Thinking – Use historical conceptual devices to organize and study the past.

EXPECTATION	7 – H1.1.1.	Compare and contrast several different calendar systems used in the past and present and their cultural significance.  <b><u>Social Studies Online</u></b> <b>Ancient Mayan Civilization</b>
STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	H1.	THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND
GRADE LEVEL EXPECTATION	H1.2.	Historical Inquiry and Analysis – Use historical inquiry and analysis to study the past.

EXPECTATION 7 –  
H1.2.2. Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.

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

EXPECTATION 7 –  
H1.2.4. Compare and evaluate differing historical perspectives based on evidence.

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

EXPECTATION 7 –  
H1.2.5. Describe how historians use methods of inquiry to identify cause/effect relationships in history, noting that many have multiple causes.

**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

STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	H1.	THE WORLD IN TEMPORAL TERMS: HISTORICAL HABITS OF MIND
GRADE LEVEL EXPECTATION	H1.4.	Historical Understanding – Use historical concepts, patterns, and themes to study the past.

EXPECTATION	7 – H1.4.1.	Describe and use cultural institutions to study an era and a region.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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EXPECTATION	7 – H1.4.2.	Describe and use themes of history to study patterns of change and continuity.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	W2.	WHG ERA 2 – EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 BCE AND WESTERN HEMISPHERE 4000 BCE to 1500 CE
GRADE LEVEL EXPECTATION	W2.1.	Early Civilizations and Major Empires – Analyze early civilizations and pastoral societies.

EXPECTATION	7 – W2.1.1.	Describe the importance of the development of human communication (oral, visual, and written) and its relationship to the development of culture.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
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EXPECTATION	7 – W2.1.3.	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements and development of early civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
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EXPECTATION	7 – W2.1.4.	Examine early civilizations to describe their common features, including environment, economies, and social institutions.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
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EXPECTATION	7 – W2.1.5.	Define the concept of cultural diffusion and explain how ideas and technology spread from one region to another.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	W3.	WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE
GRADE LEVEL EXPECTATION	W3.1.	Classical Traditions – Analyze classical civilizations and empires and their lasting impact.
EXPECTATION	7 – W3.1.1.	Describe the characteristics that classical civilizations share.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.2.	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.3.	Compare and contrast the defining characteristics of a city-state, civilization, and empire.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.4.	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.  <b><u>Social Studies Online</u></b> Ancient Greece

EXPECTATION	7 – W3.1.5.	Describe major achievements from Indian, Chinese, Mediterranean, African, Southwest and Central Asian, Mesoamerican, and Andean civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.6.	Use historic and modern maps to locate and describe trade networks linking empires in the classical era.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
EXPECTATION	7 – W3.1.7.	Use a case study to describe how trade integrated cultures and influenced the economy within empires.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs
EXPECTATION	7 – W3.1.8.	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.9.	Describe the significance of legal codes, belief systems, written languages, and communications in the development of large regional empires.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
EXPECTATION	7 – W3.1.10.	Create a timeline that illustrates the rise and fall of classical empires during the classical period.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City

EXPECTATION	7 – W3.1.11.	Explain the role of economics in shaping the development of classical civilizations and empires.  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	W3.	WHG ERA 3 – CLASSICAL TRADITIONS, WORLD RELIGIONS, AND MAJOR EMPIRES, 1000 BCE TO 300 CE
GRADE LEVEL EXPECTATION	W3.2.	Growth and Development of World Religions – Explain how world religions or belief systems of Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism, and Islam grew and their significance (Sikhism and Islam are included here even though they came after 300 CE). The world's major faiths and ethical systems emerged, establishing institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

EXPECTATION	7 – W3.2.1.	Identify and describe the core beliefs of major world religions and belief systems, including Hinduism, Judaism, Buddhism, Christianity, Confucianism, Sikhism and Islam.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – HISTORY
STANDARD	W4.	WHG ERA 4 – BRIDGE TO ERA 4 – CASE STUDIES FROM THREE CONTINENTS
GRADE LEVEL EXPECTATION	8 – W4.1.	Case studies from Europe, Africa, and the Americas are intended to set the stage for Integrated U.S. History in Grade 8.

EXPECTATION	7 – W4.1.2.	Africa to 1500 CE – use a case study to describe how trade integrated cultures and influenced the economy within early African empires.  <a href="#">Social Studies Online</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – GEOGRAPHY
STANDARD	G1.	THE WORLD IN SPATIAL TERMS
GRADE LEVEL EXPECTATION	G1.2.	Geographical Inquiry and Analysis – Use geographical inquiry and analysis to answer questions about relationships between peoples, cultures, and their environments, and interaction among places and cultures within the era under study.

EXPECTATION	7 – G1.2.1.	Use a variety of geographical tools (maps, globes, geographic information systems [GIS], and web-based geography technology) to analyze what is happening at different times in different locations.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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EXPECTATION	7 – G1.2.2.	<p>Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a geographic problem or issue.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Paris - City of Light - Grades 6 - 12</a>  <a href="#">Tokyo - City of Contrasts</a></p>
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EXPECTATION	7 – G1.2.3.	<p>Use, interpret, and create maps and graphs representing places and regions in the era being studied.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
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EXPECTATION	7 – G1.2.4.	<p>Locate and use information from maps and GIS to answer geographic questions on the era and region being studied.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – GEOGRAPHY
STANDARD	G4.	HUMAN SYSTEMS
GRADE LEVEL EXPECTATION	G4.3.	Patterns of Human Settlement – Describe patterns, processes, and functions of human settlement.

EXPECTATION	7 – G4.3.1.	<p>Explain how people in the past have modified the environment and used technology to make places more suitable for humans.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
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EXPECTATION	7 – G4.3.2.	<p>Describe patterns of settlement and explain why people settled where they did.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
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EXPECTATION	7 – G4.3.3.	<p>Explain the patterns, causes, and consequences of major human migrations.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
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STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – GEOGRAPHY
STANDARD	G4.	HUMAN SYSTEMS
GRADE LEVEL EXPECTATION	G4.4.	Forces of Cooperation and Conflict – Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

EXPECTATION 7 – Identify factors that contribute to conflict and cooperation between and among cultural groups.  
G4.4.1.

**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient China - Shang & Zhou Dynasties  
 Ancient Greece

STRAND / STANDARD CATEGORY		WORLD HISTORY AND GEOGRAPHY: GRADE 7 – GEOGRAPHY
STANDARD	G5.	ENVIRONMENT AND SOCIETY
GRADE LEVEL EXPECTATION	G5.1.	Explain how humans used, adapted to, and modified the environment in the era studied.

EXPECTATION 7 – Describe examples of how humans modified the environment in the era being studied.  
G5.1.1.

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

EXPECTATION 7 – Explain how people defined and used natural resources in the era being studied.  
G5.1.3.

**Social Studies Online**  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Canada: Our Northern Neighbor



**Main Criteria:** Michigan Academic Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Michigan Academic Standards**

**Science**

Grade: 8 - Adopted: 2015

STRAND / STANDARD CATEGORY	MI.SC.1.	Structure and Properties of Matter
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STANDARD MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / STANDARD CATEGORY	MI.SC.8.	Matter and Energy in Organisms and Ecosystems
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STANDARD MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

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

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

STRAND / STANDARD CATEGORY	MI.SC.9.	Interdependent Relationships in Ecosystems
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STANDARD MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

STANDARD	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STRAND / STANDARD CATEGORY	MI.SC.10.	Growth, Development, and Reproduction of Organisms
STANDARD	MS-LS1-5.	<p>Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Galapagos Islands</a></p>
STRAND / STANDARD CATEGORY	MI.SC.14.	History of Earth
STANDARD	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STANDARD	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STRAND / STANDARD CATEGORY	MI.SC.15.	Earth's Systems
STANDARD	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Galapagos Islands</a></p>
STANDARD	MS-ESS3-1.	<p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a></p>

STRAND / STANDARD CATEGORY	MI.SC.16.	Weather and Climate
STANDARD	MS-ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Canada: Coast to Coast</a></p>
STANDARD	MS-ESS2-5MI.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions in Michigan due to the Great Lakes and regional geography.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Canada: Coast to Coast</a></p>
STANDARD	MS-ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Galapagos Islands</a></p>
STANDARD	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a></p>
STRAND / STANDARD CATEGORY	MI.SC.17.	Human Impacts
STANDARD	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
STANDARD	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><a href="#">Social Studies Online</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
<p>Michigan Academic Standards  Social Studies  Grade: 8 - Adopted: 2019</p>		
STRAND / STANDARD CATEGORY		SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8
STANDARD	P1.	READING AND COMMUNICATION – READ AND COMMUNICATE EFFECTIVELY

GRADE LEVEL EXPECTATION	P1.1.	Use appropriate strategies to read and interpret basic social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
GRADE LEVEL EXPECTATION	P1.3.	Express social science ideas clearly in written, spoken, and graphic forms, including tables, line graphs, bar graphs, pie charts, maps, and images.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8</b>
STANDARD	P2.	<b>INQUIRY, RESEARCH, AND ANALYSIS</b>
GRADE LEVEL EXPECTATION	P2.1.	Use compelling and supporting questions to investigate social scientific problems.  <a href="#">Social Studies Online</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Rome - The Eternal City</a>
GRADE LEVEL EXPECTATION	P2.2.	Evaluate data presented in social science tables, graphs, graphics, maps, and texts.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD CATEGORY		<b>SOCIAL STUDIES PROCESS AND SKILLS STANDARDS: GRADES 6-8</b>
STANDARD	P3.	<b>PUBLIC DISCOURSE AND DECISION MAKING</b>
GRADE LEVEL EXPECTATION	P3.4.	Explain the challenges people have faced and actions they have taken to address issues at different times and places.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD CATEGORY		<b>INTEGRATED U.S. HISTORY: GRADE EIGHT</b>
STANDARD	U3.	<b>USHG ERA 3 – REVOLUTION AND THE NEW NATION</b>
GRADE LEVEL EXPECTATION	U3.3.	Creating New Government(s) and a New Constitution – Explain the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing (Foundations for Civics HSCE Standard 2.1).

EXPECTATION	8 – U3.3.4.	<p>Explain how the new Constitution resolved (or compromised) the major issues, including sharing and separation of power and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; and relationships and affairs with tribal nations.</p> <p><b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12</p>
EXPECTATION	8 – U3.3.7.	<p>Use important ideas and documents to describe the philosophical origins of constitutional government in the United States with an emphasis on the following ideals: social contract, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government.</p> <p><b><u>Social Studies Online</u></b> Ancient Greece</p>