

**Main Criteria:** National Council for the Social Studies (NCSS)

**Secondary Criteria:** Social Studies Online

**Subject:** Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**National Council for the Social Studies (NCSS)**

**Social Studies**

Grade: 3 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING  
EXPECTATION

1.1.1.

'Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING  
EXPECTATION

1.1.2.

Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING  
EXPECTATION

1.1.3.

How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

**Social Studies Online**

Jerusalem - Then and Now (Younger Grades)

LEARNING  
EXPECTATION

1.1.4.

How culture may change in response to changing needs and concerns.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings
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THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - A Country of Cultures Grade 3 - I Am a Consumer Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
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LEARNING EXPECTATION	1.2.4.	Describe the value of both cultural unity and diversity within and across groups.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
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LEARNING EXPECTATION	1.2.5.	Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.
		<a href="#"><u>Social Studies Online</u></a> <a href="#">Jerusalem - Then and Now (Younger Grades)</a>

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.1.	<p>The study of the past is the story of communities, nations, and the world.</p> <p> <a href="#"><u>Social Studies Online</u></a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</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 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a> </p>
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LEARNING EXPECTATION	2.1.2.	<p>Key concepts such as: past, present, future, similarity, difference, and change.</p> <p> <a href="#"><u>Social Studies Online</u></a>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</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 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a> </p>
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LEARNING EXPECTATION	2.1.3.	<p>That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.</p> <p> <a href="#"><u>Social Studies Online</u></a>  <a href="#">Grade 3 - The First Americans</a> </p>
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LEARNING EXPECTATION	2.1.4.	<p>Key people, events, and places associated with the history of the community, nation, and world.</p> <p> <a href="#"><u>Social Studies Online</u></a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</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 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a> </p>
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LEARNING EXPECTATION	2.1.5.	<p>Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.</p> <p><b><u>Social Studies Online</u></b>  Exploring Cuba  Grade 2 - Early Americans  Grade 2 - Living Together  Grade 3 - A Country of Cultures  Grade 3 - The First Americans  Grade 4 - Southwest Region Today  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today</p>
LEARNING EXPECTATION	2.1.6.	<p>That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold.</p> <p><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 Geography  Grade 4 - West Region Today  Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.7.	<p>That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.</p> <p><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</p>
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	2.2.1.	<p>Ask and find answers to questions related to the past in school, community, state and regional contexts.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Early Americans  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  Washington, DC - Grades K - 5</p>

LEARNING EXPECTATION	2.2.2.	<p>Use a variety of sources to learn about the past.</p> <p><b>Social Studies Online</b>  Grade 2 - Land and Water Around Us  Grade 4 - Northeast  The Sahara Desert</p>
LEARNING EXPECTATION	2.2.3.	<p>Identify examples of both continuity and change, as depicted in stories, photographs, and documents.</p> <p><b>Social Studies Online</b>  Grade 2 - Early Americans  Grade 3 - The First Americans  Grade 4 - Northeast</p>
LEARNING EXPECTATION	2.2.4.	<p>Describe examples of cause-effect relationships.</p> <p><b>Social Studies Online</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</p>
LEARNING EXPECTATION	2.2.5.	<p>Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences.</p> <p><b>Social Studies Online</b>  Grade 4 - Northeast  Grade 4 - West Region Geography</p>
LEARNING EXPECTATION	2.2.6.	<p>Describe how people in the past lived, and research their values and beliefs</p> <p><b>Social Studies Online</b>  Grade 2 - Early Americans  Grade 3 - The First Americans  Grade 4 - Northeast</p>
<b>THEME</b>	<b>NCSS.3.</b>	<b>PEOPLE, PLACES, AND ENVIRONMENTS</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.</b>
<b>CATEGORY</b>	<b>3.1.</b>	<b>KNOWLEDGE - Learners will understand:</b>
LEARNING EXPECTATION	3.1.1.	<p>The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.</p> <p><b>Social Studies Online</b>  Amazon Rainforest - People and Threats - Grades 2-5  Grade 2 - Land and Water Around Us  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - West Region Geography  Grade 4 - West Region Landforms</p>

LEARNING EXPECTATION	3.1.2.	<p>Concepts such as: location, direction, distance, and scale.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">The Sahara Desert</a></p>
LEARNING EXPECTATION	3.1.3.	<p>Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</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 Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
LEARNING EXPECTATION	3.1.4.	<p>Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Northeast</a></p>
LEARNING EXPECTATION	3.1.5.	<p>Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.</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 - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Galapagos Islands</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 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
LEARNING EXPECTATION	3.1.6.	<p>Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>

LEARNING EXPECTATION	3.1.7.	<p>Benefits and problems resulting from the discovery and use of resources.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</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 Geography</a>  <a href="#">Grade 4 - West Region Today</a></p>
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LEARNING EXPECTATION	3.1.8.	<p>Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Jerusalem - Then and Now (Younger Grades)</a></p>
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LEARNING EXPECTATION	3.1.9.	<p>Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">The Sahara Desert</a></p>
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	<p>Ask and find answers to geographic questions related to the school, community, state, region, and world.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a></p>
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LEARNING EXPECTATION	3.2.2.	<p>Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">The Sahara Desert</a></p>
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LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
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THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENT S
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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LEARNING EXPECTATION	3.3.2.	Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data for the classroom, school, community, state, or region in the present or past.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
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THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together
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LEARNING EXPECTATION	4.1.3.	Individuals have characteristics that are both distinct from and similar to those of others.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
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THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.



CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	<p>Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Early Americans  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  Washington, DC - Grades K - 5</p>

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.1.	<p>This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Living Together</p>
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LEARNING EXPECTATION	5.1.2.	<p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 2-5  Amazon Rainforest - People and Threats - Grades 2-5  Exploring Cuba  Grade 2 - Living Together  Grade 3 - A Country of Cultures  Grade 3 - Geography of Our Communities  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Grade 4 - West Region Early Beginnings</p>
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LEARNING EXPECTATION	5.1.3.	<p>Characteristics that distinguish individuals.</p> <p><b><u>Social Studies Online</u></b>  Grade 3 - A Country of Cultures</p>
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LEARNING EXPECTATION	5.1.4.	<p>That individuals, groups, and institutions share common elements and also have unique characteristics.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Living Together</p>
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LEARNING EXPECTATION	5.1.5.	<p>The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Living Together</p>
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.</b>
<b>CATEGORY</b>	<b>5.2.</b>	<b>PROCESSES - Learners will be able to:</b>
LEARNING EXPECTATION	5.2.5.	<p>Provide examples of the role of institutions in furthering both continuity and change.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Early Americans  Grade 3 - The First Americans  Grade 4 - Northeast</p>
LEARNING EXPECTATION	5.2.6.	<p>Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good.</p> <p><b><u>Social Studies Online</u></b>  Grade 3 - How Government Helps Our Communities</p>
<b>THEME</b>	<b>NCSS.6.</b>	<b>POWER, AUTHORITY, AND GOVERNANCE</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.</b>
<b>CATEGORY</b>	<b>6.1.</b>	<b>KNOWLEDGE - Learners will understand:</b>
LEARNING EXPECTATION	6.1.1.	<p>Rules and laws can serve to support order and protect individual rights.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Living Together  Grade 2 - Our Government At Work</p>
LEARNING EXPECTATION	6.1.2.	<p>Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Our Government At Work  Grade 3 - How Government Helps Our Communities  Grade 3 - The First Americans  Washington, DC - Grades K - 5</p>
LEARNING EXPECTATION	6.1.3.	<p>Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Our Government At Work  Grade 3 - How Government Helps Our Communities</p>
LEARNING EXPECTATION	6.1.4.	<p>The basic elements of government in the United States: executive, legislative, and judicial authority.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Our Government At Work  Grade 3 - How Government Helps Our Communities  Washington, DC - Grades K - 5</p>
LEARNING EXPECTATION	6.1.5.	<p>The ways in which governments meet the needs and wants of citizens.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Our Government At Work</p>
<b>THEME</b>	<b>NCSS.6.</b>	<b>POWER, AUTHORITY, AND GOVERNANCE</b>

<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.</b>
<b>CATEGORY</b>	<b>6.2.</b>	<b>PROCESSES - Learners will be able to:</b>

LEARNING EXPECTATION 6.2.1. Ask and find answers to questions about power, authority, and governance in the school, community, and state.

**Social Studies Online**  
 Grade 2 - Our Government At Work  
 Grade 3 - How Government Helps Our Communities  
 Washington, DC - Grades K - 5

LEARNING EXPECTATION 6.2.2. Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society.

**Social Studies Online**  
 Grade 3 - How Government Helps Our Communities

<b>THEME</b>	<b>NCSS.6.</b>	<b>POWER, AUTHORITY, AND GOVERNANCE</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.</b>
<b>CATEGORY</b>	<b>6.3.</b>	<b>PRODUCTS - Learners demonstrate understanding by:</b>

LEARNING EXPECTATION 6.3.2. Preparing and presenting descriptions of and possible solutions to school or community problems that would require working with those in positions of authority.

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

LEARNING EXPECTATION 6.3.3. Preparing and implementing an action plan addressing a local public issue or problem.

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

<b>THEME</b>	<b>NCSS.7.</b>	<b>PRODUCTION, DISTRIBUTION, AND CONSUMPTION</b>
<b>DEFINITION</b>		<b>SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.</b>
<b>CATEGORY</b>	<b>7.1.</b>	<b>KNOWLEDGE - Learners will understand:</b>

LEARNING EXPECTATION 7.1.1. How people and communities deal with scarcity of resources.

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

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

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

LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision.  <b><u>Social Studies Online</u></b> Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.6.	Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions).  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.
CATEGORY	7.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	7.2.1.	Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.3.	Evaluate how the decisions that people make are influenced by the trade-offs of different options.  <b><u>Social Studies Online</u></b> Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.4.	Examine and evaluate different methods for allocating scarce goods and services in the school and community.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - Businesses At Work

LEARNING EXPECTATION	7.2.5.	Assess how consumers will react to rising and falling prices for goods and services.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.
CATEGORY	7.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	7.3.4.	Designing and using a classroom currency, demonstrating the functions of money.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
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THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	9.1.1.	Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel).  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
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LEARNING EXPECTATION	9.1.2.	Global connections affect daily life for individuals and those around them.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
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LEARNING EXPECTATION	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	9.1.5.	The pace of global change has quickened in recent times.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
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THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	9.2.1.	Ask and find answers to questions about the connections we have to other people and places around the globe.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
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LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - I Am a Consumer

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION	10.1.3.	Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 2 - Work and Money
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	10.3.2.	<p>Drawing illustrations of examples of participation supportive of civic ideals and practices.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Our Government At Work  Grade 3 - How Government Helps Our Communities</p>
LEARNING EXPECTATION	10.3.4.	<p>Developing a plan in collaboration with others to carry out a school improvement project.</p> <p><b><u>Social Studies Online</u></b>  Grade 2 - Work and Money</p>



**Main Criteria:** National Geography Standards (NGS)

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**National Geography Standards (NGS)**

Science

Grade: 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3	Spatial Models: Models are used to represent features of human and/or physical systems
BENCHMARK	WST.3.3.A.	Describe and construct models illustrating the properties of human and/or physical systems, as exemplified by being able to

EXPECTATION      WST.3.3.A.1.      Construct a model of Earth and describe its shape, size, and key features (e.g., equator, poles, prime meridian, oceans, continents).

**Social Studies Online**

Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION      PR.4.2.A.2.      Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains).

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

The Sahara Desert

EXPECTATION	PR.4.2.A. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).
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**Social Studies Online**  
Amazon Rainforest - Grades 2-5  
Galapagos Islands  
Grade 2 - Land and Water Around Us  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Northeast  
Grade 4 - West Region Landforms

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
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**Social Studies Online**  
African Safari  
Amazon Rainforest - Grades 2-5  
Galapagos Islands  
Grade 2 - Land and Water Around Us  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - Northeast  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - Southwest Region Today  
Grade 4 - West Region Geography  
Grade 4 - West Region Landforms  
Grade 4 - West Region Today  
How Coral Reefs Are Formed  
The Sahara Desert  
Who Lives On a Coral Reef?

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK	PS.7.2.A.	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION PS.7.2.A.1. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

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

EXPECTATION PS.7.2.A.2. Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

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

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A.	Identify examples of physical processes, as exemplified by being able to

EXPECTATION PS.7.3.A.1. Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

[Social Studies Online](#)  
Amazon Rainforest - People and Threats - Grades 2-5

EXPECTATION PS.7.3.A.3. Identify the components and relationships in the erosion cycle (e.g., water carving canyons, wind sculpting mesas, landslides, avalanches).

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

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B.	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

EXPECTATION	PS.7.3.B.2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</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 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</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="#">How Coral Reefs Are Formed</a> <a href="#">Who Lives On a Coral Reef?</a>

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A.	Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION	PS.8.1.A.1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a>

EXPECTATION	PS.8.1.A.2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
		<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="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>

EXPECTATION	PS.8.1.A.3.	Describe local ecosystems by surveying and recording the properties of their components.
		<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 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</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>

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
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<b>STANDARD</b>	<b>PS.8.</b>	<b>The characteristics and spatial distribution of ecosystems and biomes on Earth's surface</b>
<b>STRAND</b>	<b>PS.8.2.</b>	<b>Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems</b>
<b>BENCHMARK</b>	<b>PS.8.2.A</b>	<b>Identify and describe the characteristics of ecosystems, as exemplified by being able to</b>

EXPECTATION PS.8.2.A. 1. Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION PS.8.2.A. 2. Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park).

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION PS.8.2.A. 3. Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PS.</b>	<b>Physical Systems</b>
<b>STANDARD</b>	<b>PS.8.</b>	<b>The characteristics and spatial distribution of ecosystems and biomes on Earth's surface</b>
<b>STRAND</b>	<b>PS.8.3.</b>	<b>Characteristics and Geographic Distribution of Biomes: The characteristics of biomes</b>
<b>BENCHMARK</b>	<b>PS.8.3.A</b>	<b>Describe the characteristics of biomes, as exemplified by being able to</b>

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.  <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="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>
EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).  <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="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>
EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters).  <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="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

EXPECTATION	HS.11.4.A. .2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.  <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 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface

<b>BENCHMARK</b>	<b>HS.13.3.A.</b>	<b>Analyze examples of disagreements over land uses in their community, as exemplified by being able to</b>
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EXPECTATION	HS.13.3.A.2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites).
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**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.14.</b>	<b>How human actions modify the physical environment</b>
<b>STRAND</b>	<b>ES.14.3.</b>	<b>Consequences for People and Environments: The consequences of human modifications of the physical environment</b>
<b>BENCHMARK</b>	<b>ES.14.3.A.</b>	<b>Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to</b>

EXPECTATION	ES.14.3.A.1.	Identify and describe the changes in local habitats that resulted from human activities.
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**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

Who Lives On a Coral Reef?

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.15.</b>	<b>How physical systems affect human systems</b>
<b>STRAND</b>	<b>ES.15.1.</b>	<b>Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities</b>
<b>BENCHMARK</b>	<b>ES.15.1.B.</b>	<b>Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to</b>

EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
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**Social Studies Online**

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

<b>ESSENTIAL ELEMENT</b>	<b>NGS.ES.</b>	<b>Environment and Society</b>
<b>STANDARD</b>	<b>ES.15.</b>	<b>How physical systems affect human systems</b>
<b>STRAND</b>	<b>ES.15.2.</b>	<b>Environmental Hazards: Environmental hazards affect human activities</b>
<b>BENCHMARK</b>	<b>ES.15.2.A.</b>	<b>Identify and describe the locations of environmental hazards, as exemplified by being able to</b>

EXPECTATION	ES.15.2.A .2.	Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern that results (e.g., the Pacific Ring of Fire).
<a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2.B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to

EXPECTATION	ES.15.2.B .1.	Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills).
<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>		

EXPECTATION	ES.15.2.B.3.	Construct a disaster preparedness manual for your community or school that includes a list of actions people should take in an emergency situation due to a local environmental hazard event.
<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION	ES.16.1.A .1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.
<a href="#">Social Studies Online</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 3 - Geography of Our Communities</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 - 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 Today</a> <a href="#">The Sahara Desert</a>		



EXPECTATION	ES.16.1.A.2.	Identify the types of energy resources that students and their families use in their everyday lives and then categorize each as renewable, nonrenewable, or flow resources.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Today</a>
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EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Southwest Region Today</a>
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.3.	Sustainable Resource Use and Management: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION	ES.16.3.A.1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION	UG.17.2.A.3.	Describe how the physical environment of a county or state was changed by processes of forest clearing, damming of rivers, cultivation of fields, or land leveling.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1. A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
<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="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Who Lives On a Coral Reef?</a>		

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.2	Changes in Geographic Contexts: Places, regions, and environments will continue to change
BENCHMARK	UG.18.2. A.	Describe current changes in places, regions, and environments and predict how these locations may be different in the future, as exemplified by being able to

EXPECTATION	UG.18.2. A.1.	Describe how to plan for the environmental future of a place by completing the following statements: "I will keep...." "I will change...." and "I will remove...."
<b><u>Social Studies Online</u></b> <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 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Who Lives On a Coral Reef?</a>		

#### National Geography Standards (NGS)

##### Social Studies

Grade: 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1. .A.	Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to

EXPECTATION	WST.1.1. A.2.	Identify and describe the functions of a variety of geographic representations.
<b><u>Social Studies Online</u></b> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>		

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

<b>STRAND</b>	<b>WST.1.1</b>	<b>Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization</b>
<b>BENCHMARK</b>	<b>WST.1.1.B.</b>	<b>Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to</b>

EXPECTATION WST.1.1.B.1. Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

[Social Studies Online](#)

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

EXPECTATION WST.1.1.B.2. Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.

[Social Studies Online](#)

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST</b>	<b>The World in Spatial Terms</b>
<b>STANDARD</b>	<b>WST.1.</b>	<b>How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information</b>
<b>STRAND</b>	<b>WST.1.2</b>	<b>Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth's surface</b>
<b>BENCHMARK</b>	<b>WST.1.2.B.</b>	<b>Construct maps and graphs to display geospatial data, as exemplified by being able to</b>

EXPECTATION WST.1.2.B.1. Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

[Social Studies Online](#)

Grade 3 - Geography of Our Communities

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST</b>	<b>The World in Spatial Terms</b>
<b>STANDARD</b>	<b>WST.2.</b>	<b>How to use mental maps to organize information about people, places, and environments in a spatial context</b>
<b>STRAND</b>	<b>WST.2.3</b>	<b>Using Mental Maps: Mental maps are used to answer geographic questions about locations and characteristics of places and regions</b>
<b>BENCHMARK</b>	<b>WST.2.3.A.</b>	<b>Identify from memory locations and geographic characteristics to answer geographic questions, as exemplified by being able to</b>

EXPECTATION WST.2.3.A.3. Identify from memory the map of North America to answer geographic questions (e.g., What are the countries to the north and south of the United States? Which state is located at the easternmost point of the United States? Which state is at the geographic center of the continental United States?).

[Social Studies Online](#)

Grade 4 - Northeast

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST</b>	<b>The World in Spatial Terms</b>
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<b>STANDARD</b>	<b>WST.2.</b>	<b>How to use mental maps to organize information about people, places, and environments in a spatial context</b>
<b>STRAND</b>	<b>WST.2.4</b>	<b>Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions</b>
<b>BENCHMARK</b>	<b>WST.2.4.A.</b>	<b>Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to</b>

EXPECTATION WST.2.4.A.1. Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

**Social Studies Online**  
 Grade 2 - Living Together  
 Grade 3 - Geography of Our Communities  
 Grade 3 - How The Country Was Settled  
 Grade 3 - The First Americans

EXPECTATION WST.2.4.A.3. Describe the differences in students' views of a popular community attraction based on the details in their mental maps.

**Social Studies Online**  
 Grade 2 - Living Together  
 Grade 3 - Geography of Our Communities  
 Grade 3 - How The Country Was Settled  
 Grade 3 - The First Americans

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST.</b>	<b>The World in Spatial Terms</b>
<b>STANDARD</b>	<b>WST.3.</b>	<b>How to analyze the spatial organization of people, places, and environments on Earth's surface</b>
<b>STRAND</b>	<b>WST.3.1</b>	<b>Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume</b>
<b>BENCHMARK</b>	<b>WST.3.1.A.</b>	<b>Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to</b>

EXPECTATION WST.3.1.A.2. Describe the meaning of the spatial concepts of distance, direction, and location used in selected literature (e.g., read an account of Paul Revere's ride and describe it in terms of locations [start to end], movement, region of action, distance, direction).

**Social Studies Online**  
 Amazon Rainforest - Grades 2-5  
 Amazon Rainforest - People and Threats - Grades 2-5

<b>ESSENTIAL ELEMENT</b>	<b>NGS.WST.</b>	<b>The World in Spatial Terms</b>
<b>STANDARD</b>	<b>WST.3.</b>	<b>How to analyze the spatial organization of people, places, and environments on Earth's surface</b>
<b>STRAND</b>	<b>WST.3.2</b>	<b>Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface</b>
<b>BENCHMARK</b>	<b>WST.3.2.A.</b>	<b>Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to</b>

EXPECTATION WST.3.2.A.3. Describe and compare the natural features and human factors using geographic representations that may influence where people live (e.g., access to water, climatic conditions, rivers, and bridges).

**Social Studies Online**  
 Grade 4 - Northeast

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
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<b>STANDARD</b>	<b>PR.4.</b>	<b>The physical and human characteristics of places</b>
<b>STRAND</b>	<b>PR.4.1.</b>	<b>The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations</b>
<b>BENCHMARK</b>	<b>PR.4.1.A</b>	<b>Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to</b>

EXPECTATION PR.4.1.A. 1. Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION PR.4.1.A. 2. Identify and describe the defining characteristics of the student's community as a place.

**Social Studies Online**

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

EXPECTATION PR.4.1.A. 3. Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks).

**Social Studies Online**

Grade 4 - Midwest Region Today

Grade 4 - Northeast

<b>ESSENTIAL ELEMENT</b>	<b>NGS.PR.</b>	<b>Places and Regions</b>
<b>STANDARD</b>	<b>PR.4.</b>	<b>The physical and human characteristics of places</b>
<b>STRAND</b>	<b>PR.4.2.</b>	<b>The Characteristics of Places: Places have physical and human characteristics</b>
<b>BENCHMARK</b>	<b>PR.4.2.A</b>	<b>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</b>

EXPECTATION PR.4.2.A. 1. Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).

**Social Studies Online**

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
		<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="#">Exploring Cuba</a> <a href="#">Grade 2 - Land and Water Around Us</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 - 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 Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Paris - City of Light - Grades K - 5</a> <a href="#">The Sahara Desert</a>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.B.	Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION	PR.4.2.B.1.	Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

EXPECTATION	PR.4.2.B.2.	Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics
BENCHMARK	PR.5.1.A.	Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to

EXPECTATION	PR.5.1.A.1.	Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - 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 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>

EXPECTATION	PR.5.1.A. 2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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EXPECTATION	PR.5.1.A. 3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us 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 Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A .	Describe how people view places in their community differently, as exemplified by being able to

EXPECTATION	PR.6.1.A. 2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A .	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION	PS.7.1.A. 1.	<p>Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).</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 - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</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 - 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 Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a></p>
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EXPECTATION	PS.7.1.A. 3.	<p>Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).</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 - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</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 - 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 Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a></p>
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK	PS.7.2.A. .	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A. 1.	<p>Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>
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EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
		<a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A	Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
		<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 3 - Geography of Our Communities</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>

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
		<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 3 - Geography of Our Communities</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>

EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A	Identify and describe the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.  <b><u>Social Studies Online</u></b> 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).  <b><u>Social Studies Online</u></b> 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: The characteristics of biomes
BENCHMARK	PS.8.3.A .	Describe the characteristics of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.  <b><u>Social Studies Online</u></b> 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannas, temperate forests, tropical forests, arctic tundra).  <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 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>
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EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters).  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</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>
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.A	Describe how the number of people varies from place to place, as exemplified by being able to

EXPECTATION	HS.9.2.A. 2.	Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
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EXPECTATION	HS.9.2.A. 3.	Identify and describe places in the state where the greatest and fewest numbers of people live.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.B	Explain why people live in different types of places, as exemplified by being able to

EXPECTATION	HS.9.2.B. 2.	Identify and describe the places in the world where the majority of people live using satellite images or population density maps and how these places may differ.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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EXPECTATION	HS.9.2.B. 3.	Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations).  <a href="#">Social Studies Online</a> Grade 4 - Northeast Grade 4 - West Region Geography
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.A	Describe examples of different human migrations, as exemplified by being able to

EXPECTATION	HS.9.3.A. 1.	Describe why and how people moved west during the California Gold Rush.  <a href="#">Social Studies Online</a> Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
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EXPECTATION	HS.9.3.A. 2.	Describe why and how the Pilgrims moved from England to the US colonies.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans
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EXPECTATION	HS.9.3.A. 3.	Describe why and how Native Americans moved to federally designated reservations.  <a href="#">Social Studies Online</a> Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.B	Explain why people move from one place to another, as exemplified by being able to

EXPECTATION	HS.9.3.B. 1.	Explain the reasons why people might be willing to move to a new location (e.g., for more or better jobs, for better living conditions).  <a href="#">Social Studies Online</a> Grade 4 - Northeast
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EXPECTATION	HS.9.3.B.3.	Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.C.	Describe how people and places change as a result of migration, as exemplified by being able to

EXPECTATION	HS.9.3.C.1.	Describe how the movement of people into cities can change the need for housing and services.
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a>		

EXPECTATION	HS.9.3.C.2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</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>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 3 - A Country of Cultures</a>		

EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).
<a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 4 - Northeast</a>		

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.11.</b>	<b>The patterns and networks of economic interdependence on Earth's surface</b>
<b>STRAND</b>	<b>HS.11.3.</b>	<b>Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places</b>
<b>BENCHMARK</b>	<b>HS.11.3.A.</b>	<b>Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to</b>

EXPECTATION	HS.11.3.A.1.	Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics).  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
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EXPECTATION	HS.11.3.A.2.	Identify the types of products that were historically produced in a region and the places to which these products were shipped.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
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EXPECTATION	HS.11.3.A.3.	Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
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<b>ESSENTIAL ELEMENT</b>	<b>NGS.HS.</b>	<b>Human Systems</b>
<b>STANDARD</b>	<b>HS.11.</b>	<b>The patterns and networks of economic interdependence on Earth's surface</b>
<b>STRAND</b>	<b>HS.11.4.</b>	<b>Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people</b>
<b>BENCHMARK</b>	<b>HS.11.4.A.</b>	<b>Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to</b>

EXPECTATION	HS.11.4.A.2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
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EXPECTATION	HS.11.4.A.3.	Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).
<b><u>Social Studies Online</u></b> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: People benefit from living in settlements
BENCHMARK	HS.12.1.A.	Explain the benefits gained by living in settlements, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Identify and describe the services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) available in the student's town or city and explain why people may view these as benefits to living in the community.
<b><u>Social Studies Online</u></b> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - I Am a Consumer</a>		

EXPECTATION	HS.12.1.A.2.	Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements.
<b><u>Social Studies Online</u></b> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - I Am a Consumer</a>		

EXPECTATION	HS.12.1.A.3.	Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently.
<b><u>Social Studies Online</u></b> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - I Am a Consumer</a>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: Settlements occur where locations provide opportunities and therefore advantages
BENCHMARK	HS.12.2.A.	Explain why some locations are better for settlement than others, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building).
<b><u>Social Studies Online</u></b> <a href="#">Grade 4 - Northeast</a>		

EXPECTATION	HS.12.2.A.2.	Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a>

EXPECTATION	HS.12.2.A.3.	Describe the factors that contributed to successful settlement locations (e.g., harbors, resources for housing and fuel, reliable fresh water supply, non-hostile neighbors, natural defenses, reliable food sources, suitable land for agriculture).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Washington, DC - Grades K - 5</a>

EXPECTATION	HS.12.3.A.3.	Analyze a map of US population density and describe where the major clusters of settlements are located.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1.A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>



EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.2.A.1.	Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).  <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 - Northeast</a>
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface
BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to

EXPECTATION	HS.13.3.A.2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
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EXPECTATION	HS.13.3.A.3.	Describe the means by which communities resolve disputes over land-use issues (e.g., decisions by planning commissions, by elected officials, by judges, by community voting).  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a>
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).
<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

EXPECTATION	ES.14.2.A.1.	Describe and explain examples of the technology used in different industries in the United States (e.g., high-tech farming and irrigation, excavating machinery in strip mining, drilling in oil production).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>		

EXPECTATION	ES.14.2.A.3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).
<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A.3.	Describe examples of human modifications to the physical environment as a result of improving transportation routes (e.g., bridges, drainage ditches, widening streets or roads, divided highways).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

EXPECTATION	ES.15.1.A.1.	Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
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EXPECTATION	ES.15.1.A.2.	Identify and describe examples of places that offer vacation activities for people because of the physical environment (e.g., snow skiing, ocean beaches, boating, river rafting).  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Today</a>
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EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to

EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
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EXPECTATION	ES.15.1.B.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Exploring Cuba</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 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">The Sahara Desert</a>
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EXPECTATION	ES.15.1. B.3.	Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, bridges).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2. A.	Identify and describe the locations of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A .2.	Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern that results (e.g., the Pacific Ring of Fire).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2. B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to

EXPECTATION	ES.15.2.B .1.	Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>		

EXPECTATION	ES.15.2. B.2.	Describe how people might build their houses differently on a coast or beach as compared to another location (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.3.	Adaptation to the Environment: People adapt to the conditions of the physical environment
BENCHMARK	ES.15.3. A.	Describe how people adapt to conditions of the physical environment, as exemplified by being able to

EXPECTATION	ES.15.3.A .1.	Identify and describe how people adapt to the physical environment through choices of clothing, housing styles, food choices, recreational activities, and land use.
<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>		

EXPECTATION	ES.15.3.A.2.	Describe how people adapt differently to different physical environments (e.g., clothing in Florida versus Alaska, houses in Hawaii versus Minnesota).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

EXPECTATION	ES.15.3.A.3.	Describe different types of transportation needed in different environments (e.g., boats versus cars, air boats in swamps, sleds and snowmobiles).
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Identify the locations of examples of each type of resource, as exemplified by being able to

EXPECTATION	ES.16.2.A.1.	Identify the locations on a US map of various types of renewable, nonrenewable, and flow resources.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

EXPECTATION	ES.16.2.A.2.	Identify the locations of examples of each of the three types of resources that are found in the student's state or region.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to

EXPECTATION	UG.17.1.A.2.	Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>

EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.  <b><u>Social Studies Online</u></b> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION UG.17.2.A.2. Describe and analyze the change in the number of states in the United States and their boundaries.

**Social Studies Online**  
Grade 2 - Land and Water Around Us  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Northeast  
Grade 4 - Southeast Region of the U.S.  
Grade 4 - Southwest Region Early Beginnings

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.3.	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—changed over time
BENCHMARK	UG.17.3.A.	Describe examples of people's changing perceptions of the world, as exemplified by being able to

EXPECTATION UG.17.3.A.3. Describe how people's perception of the environment changed over time from limitless exploitation to sustainability (e.g., pollution of rivers during industrialization, pollution of air or scarring of land from mining, depletion of American bison from overhunting).

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

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1. A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.3 .	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing
BENCHMARK	UG.18.3. A.	Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION	UG.18.3. A.1.	Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Today</a>
EXPECTATION	UG.18.3. A.2.	Explain how the depiction of a place in movies or on television can affect how people perceive that place.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
EXPECTATION	UG.18.3. A.3.	Describe and explain how a student's view of his or her home community can be different from someone who is only visiting the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>

**Main Criteria:** Next Generation Science Standards (NGSS)

**Secondary Criteria:** Social Studies Online

**Subject:** Science

**Grade:** 3

**Correlation Options:** Show Correlated

**Next Generation Science Standards (NGSS)**

**Science**

Grade: 3 - Adopted: 2013

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 3-LS1-1 Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

**Social Studies Online**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 3-LS2-1 Construct an argument that some animals form groups that help members survive.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS4	Biological Evolution: Unity and Diversity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 3-LS4-2 Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?



PERFORMANCE E EXPECTATION	3-LS4-3	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
		<a href="#">Social Studies Online</a> <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>

PERFORMANCE E EXPECTATION	3-LS4-4	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</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 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Who Lives On a Coral Reef?</a>

STRAND	NGSS.3-ESS	EARTH AND SPACE SCIENCE
TITLE	3-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE E EXPECTATION	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>

PERFORMANCE E EXPECTATION	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>

STRAND	NGSS.3-ESS	EARTH AND SPACE SCIENCE
TITLE	3-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

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PERFORMANCE EXPECTATION	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
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**Social Studies Online**

Grade 3 - Geography of Our Communities