

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: K

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: K - 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
Grade 1 - Families and Neighbors
Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Social Studies Online
Grade 1 - Families and Neighbors
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
Grade 1 - Families and Neighbors
Grade 1 - Life Long Ago

LEARNING EXPECTATION 1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - Life Long Ago

LEARNING EXPECTATION 1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

Social Studies Online
Grade 1 - Families and Neighbors

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. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Social Studies Online Grade 1 - Families and Neighbors
LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups. Social Studies Online Grade 1 - Life Long Ago

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	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - Life Long Ago

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.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Social Studies Online Grade 1 - The Earth Around Us Washington, DC - Grades K - 5
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Social Studies Online Grade 1 - Life Long Ago

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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	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. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Social Studies Online Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Social Studies Online Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Social Studies Online Jerusalem - Then and Now (Younger Grades)

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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
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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.

[Social Studies Online](#)
Grade 1 - Families and Neighbors

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. Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

[Social Studies Online](#)
Grade 1 - The Earth Around Us
Washington, DC - Grades K - 5

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. This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;

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LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

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Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us

LEARNING EXPECTATION 5.1.4. That individuals, groups, and institutions share common elements and also have unique characteristics.

[Social Studies Online](#)
Grade 1 - Families and Neighbors

LEARNING EXPECTATION 5.1.5. The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.

[Social Studies Online](#)
Grade 1 - Families and Neighbors

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	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 5.2.5. Provide examples of the role of institutions in furthering both continuity and change.

[Social Studies Online](#)
Grade 1 - Life Long Ago

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.1. Rules and laws can serve to support order and protect individual rights.

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Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION 6.1.2. 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.

[Social Studies Online](#)
Grade 1 - Let's Learn About the Government
Washington, DC - Grades K - 5

LEARNING EXPECTATION 6.1.3. Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

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

LEARNING EXPECTATION 6.1.4. The basic elements of government in the United States: executive, legislative, and judicial authority.

[Social Studies Online](#)
Grade 1 - Let's Learn About the Government
Washington, DC - Grades K - 5

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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CATEGORY	6.2.	PROCESSES - Learners will be able to:

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 1 - Let's Learn About the Government
Washington, DC - Grades K - 5

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:

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 1 - All About Work

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

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

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	7.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

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

LEARNING EXPECTATION 7.1.5. The characteristics and functions of money and its uses.

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

LEARNING EXPECTATION 7.1.8. The goods and services produced in the market and those produced by the government.

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

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
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CATEGORY	7.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 7.2.2. Analyze the differences between wants and needs.

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

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
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CATEGORY	7.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION 7.3.4. Designing and using a classroom currency, demonstrating the functions of money.

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

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. Social Studies Online Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. Social Studies Online Grade 1 - Life Long Ago

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. Social Studies Online Grade 1 - Life Long Ago

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	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections. Social Studies Online Grade 1 - All About Work
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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	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Social Studies Online Grade 1 - Families and Neighbors Jerusalem - Then and Now (Younger Grades)
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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. Social Studies Online Grade 1 - All About Work
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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	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Social Studies Online Grade 1 - Let's Learn About the Government
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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. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Social Studies Online Grade 1 - Let's Learn About the Government
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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. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Social Studies Online Grade 1 - Let's Learn About the Government
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LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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LEARNING EXPECTATION	10.2.7.	Examine the influence of citizens and officials on policy decisions. Social Studies Online Grade 1 - Let's Learn About the Government
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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	10.3.1.	Participating in civic discussion and action about a school or community issue. Social Studies Online Grade 1 - All About Work
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LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Social Studies Online Grade 1 - Let's Learn About the Government
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LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Social Studies Online Grade 1 - All About Work
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Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: K - Adopted: 2012

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. Describe and compare the physical environments and landforms of different places in the world (e.g.,
3. mountains, islands, valleys or canyons, mesas).

Social Studies Online

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	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. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers,
2. lakes, water vapor, ground water, different types of precipitation).

Social Studies Online

Grade 1 - The Earth Around Us

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
3.

Social Studies Online

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	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. Describe the relationship between the cycle of seasons and months in the Northern and Southern
1. hemispheres.

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Grade 1 - The Earth Around Us

EXPECTATION PS.7.2.A. 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 1 - The Earth 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. Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

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Grade 1 - The Earth 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.B	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

EXPECTATION PS.7.3.B. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

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Grade 1 - The Earth Around Us

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. 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.

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Grade 1 - The Earth Around Us

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 Identify and describe the changes in local habitats that resulted from human activities.
.1.

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Grade 1 - The Earth Around Us

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 Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow
.1. resources by sorting example photographs into each of the three categories.

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Grade 1 - The Earth Around Us

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.

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Grade 1 - The Earth Around Us

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
.1. people value.

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Grade 1 - The Earth 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.

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Grade 1 - The Earth 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.18.2	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. 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...."
A.1.

[Social Studies Online](#)

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

National Geography Standards (NGS)

Social Studies

Grade: K - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	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

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

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[Grade 1 - Families and Neighbors](#)

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

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

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[Grade 1 - Families and Neighbors](#)

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

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

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

[Social Studies Online](#)

[Grade 1 - Families and Neighbors](#)

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

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. Describe and compare the physical environments and landforms of different places in the world (e.g., 3. mountains, islands, valleys or canyons, mesas).

Social Studies Online

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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. Identify the physical and human characteristics that can be used to define a region within the local community 2. (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

EXPECTATION PR.5.1.A. Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills 3. in Nebraska, Hill Country in Texas).

Social Studies Online

Washington, DC - Grades K - 5

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. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery 2. store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface

STRAND	PS.7.1.	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.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains). <u>Social Studies Online</u> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5

EXPECTATION	PS.7.1.A.3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). <u>Social Studies Online</u> Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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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.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. <u>Social Studies Online</u> Grade 1 - The Earth Around Us
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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). <u>Social Studies Online</u> Grade 1 - The Earth Around Us
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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.8.1.	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.3.	Describe local ecosystems by surveying and recording the properties of their components. <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
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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
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EXPECTATION HS.9.2.B.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

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

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.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).

[Social Studies Online](#)
Grade 1 - Life Long Ago

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).

[Social Studies Online](#)
Grade 1 - Families and Neighbors

EXPECTATION HS.10.1.A.3. Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

[Social Studies Online](#)
Grade 1 - Life Long Ago

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.

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

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.
		Social Studies Online Grade 1 - All About Work

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.
		Social Studies Online Grade 1 - All About Work

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).
		Social Studies Online Grade 1 - The Earth Around Us Washington, DC - Grades K - 5

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A.2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).
		Social Studies Online Grade 1 - The Earth Around Us

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).
		Social Studies Online Grade 1 - Let's Learn About the Government

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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 .2 Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

Social Studies Online

Grade 1 - The Earth Around Us

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: K

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: K - Adopted: 2013

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

PERFORMANCE EXPECTATION K-ESS2-1 Use and share observations of local weather conditions to describe patterns over time.

Social Studies Online

Grade 1 - The Earth Around Us

PERFORMANCE EXPECTATION K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Social Studies Online

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

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

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

Social Studies Online

Grade 1 - The Earth Around Us

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 1

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 1 - 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
Grade 1 - Families and Neighbors
Grade 2 - Living Together
Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 2 - Living Together
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
Grade 1 - Families and Neighbors
Grade 1 - Life Long Ago
Grade 2 - Early Americans
Grade 2 - Living Together

LEARNING EXPECTATION 1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - Life Long Ago
Grade 2 - Early Americans
Grade 2 - Living Together

LEARNING EXPECTATION 1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 2 - Living Together

THEME	NCSS.1.	CULTURE
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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. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 2 - Work and Money
LEARNING EXPECTATION	1.2.5.	Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. Social Studies Online Jerusalem - Then and Now (Younger Grades)

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
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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	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans
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LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together
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THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
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CATEGORY	2.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Early Americans Washington, DC - Grades K - 5
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LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past. Social Studies Online Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans

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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Social Studies Online Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale. Social Studies Online Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	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. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Social Studies Online Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Social Studies Online Grade 2 - Land and Water Around Us

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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together
LEARNING EXPECTATION	3.2.2.	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. Social Studies Online Grade 2 - Land and Water Around Us
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. Social Studies Online Grade 2 - Land and Water Around Us

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. Social Studies Online Grade 2 - Land and Water Around Us
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THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
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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.	<p>Concepts such as: growth, change, learning, self, family, and groups.</p> <p>Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together</p>
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>Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Early Americans 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>Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together</p>
LEARNING EXPECTATION	5.1.2.	<p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms.</p> <p>Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together</p>
LEARNING EXPECTATION	5.1.4.	<p>That individuals, groups, and institutions share common elements and also have unique characteristics.</p> <p>Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together</p>
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>Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together</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	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. Social Studies Online Grade 2 - Work and Money
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.2.	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. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Social Studies Online Grade 2 - Our Government At Work
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE

DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

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 1 - Let's Learn About the Government
 Grade 2 - Our Government At Work
 Washington, DC - Grades K - 5

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:

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 1 - All About Work
 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 1 - All About Work
 Grade 2 - Work and Money

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	7.1.	KNOWLEDGE - Learners will understand:

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

Social Studies Online
 Grade 2 - Work and Money

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

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

LEARNING EXPECTATION 7.1.5. The characteristics and functions of money and its uses.

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

LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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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	7.2.	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. Social Studies Online Grade 2 - Work and Money
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LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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LEARNING EXPECTATION	7.2.4.	Examine and evaluate different methods for allocating scarce goods and services in the school and community. Social Studies Online Grade 2 - Work and Money
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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. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. Social Studies Online Grade 1 - Life Long Ago
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LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. Social Studies Online Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
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LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. Social Studies Online Grade 1 - Life Long Ago
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THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. Social Studies Online Grade 1 - Life Long Ago
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LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. Social Studies Online Grade 1 - Life Long Ago
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LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. Social Studies Online Grade 1 - Life Long Ago
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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). Social Studies Online 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. Social Studies Online 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. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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LEARNING EXPECTATION	9.1.5.	The pace of global change has quickened in recent times. Social Studies Online 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. Social Studies Online 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. Social Studies Online Grade 2 - Work and Money
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LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Social Studies Online Grade 2 - Land and Water Around Us
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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. Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Social Studies Online Grade 2 - Work and Money
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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. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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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	10.1.2.	<p>Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work</p>
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LEARNING EXPECTATION	10.1.3.	<p>Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals.</p> <p>Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money</p>
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LEARNING EXPECTATION	10.1.4.	<p>Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work</p>
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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.	<p>Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.</p> <p>Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money</p>
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LEARNING EXPECTATION	10.2.2.	<p>Identify and exercise the rights and responsibilities of citizens.</p> <p>Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work</p>
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LEARNING EXPECTATION	10.2.4.	<p>Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals.</p> <p>Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money</p>
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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. Drawing illustrations of examples of participation supportive of civic ideals and practices.

Social Studies Online

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

LEARNING EXPECTATION 10.3.4. Developing a plan in collaboration with others to carry out a school improvement project.

Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 1 - Adopted: 2012

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.3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

Social Studies Online

Grade 1 - The Earth Around Us

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.7.1.	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).

Social Studies Online

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

EXPECTATION PS.7.1.A.3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Social Studies Online

Grade 1 - The Earth Around Us

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.7.2.	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 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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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). Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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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.7.3.	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 Grade 1 - The Earth Around Us
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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.7.3.	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. Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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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. Social Studies Online Grade 1 - The Earth Around Us
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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.1. Identify and describe the changes in local habitats that resulted from human activities.

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

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.

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

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.

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

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.

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

ESSENTIAL ELEMENT	NGS.JG.	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
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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.

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

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
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STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
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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
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BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to
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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.

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
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STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
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STRAND	UG.18.2.	Changes in Geographic Contexts: Places, regions, and environments will continue to change
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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
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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...."

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)

National Geography Standards (NGS)
Social Studies
Grade: 1 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
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STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
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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
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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
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EXPECTATION WST.1.1. Identify and describe the functions of a variety of geographic representations.
A.2.

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

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 .B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

EXPECTATION WST.1.1. 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).
B.1.

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

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

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

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	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

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

[Social Studies Online](#)
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

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

[Social Studies Online](#)
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places

STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

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
Grade 2 - Land and Water Around Us

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

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together

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. 3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

Social Studies Online
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Paris - City of Light - Grades K - 5

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).

Social Studies Online
Grade 2 - Land and Water Around Us

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).

Social Studies Online
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us

EXPECTATION PR.5.1.A. 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).

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

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. 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.

Social Studies Online
 Grade 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 2 - Living Together

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. Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

Social Studies Online
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Paris - City of Light - Grades K - 5

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Social Studies Online
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Paris - City of Light - Grades K - 5

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 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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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). Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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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.8.1.	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). Social Studies Online Grade 2 - Land and Water Around Us
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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). Social Studies Online Grade 2 - Land and Water Around Us
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EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
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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.8.2.	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. Social Studies Online Grade 2 - Land and Water Around Us
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EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Social Studies Online Grade 2 - Land and Water Around Us
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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. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.

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

EXPECTATION PS.8.3.A. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

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

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. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

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

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. 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).

[Social Studies Online](#)
Grade 1 - Life Long Ago
Grade 2 - Our Government At Work

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).
		<p>Social Studies Online</p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 2 - Living Together</p>

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
		<p>Social Studies Online</p> <p>Grade 1 - Life Long Ago</p> <p>Grade 2 - Our Government At Work</p>

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.
		<p>Social Studies Online</p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>

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.
		<p>Social Studies Online</p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>

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.
		<p>Social Studies Online</p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 1 - The Earth Around Us Washington, DC - Grades K - 5</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A .2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 1 - The Earth Around Us</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 1 - Let's Learn About the Government</p>		

EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states.
<p style="text-align: center;"><u>Social Studies Online</u> Grade 2 - Land and Water Around Us</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 2 - Land and Water Around Us</p>		

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

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 .3. Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

Social Studies Online

Grade 2 - Early Americans

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

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).

Social Studies Online

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
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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.2. Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)

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.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.

[Social Studies Online](#)
[Grade 2 - Early Americans](#)

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](#)

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.

Social Studies Online

Grade 2 - Land and Water Around Us

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 1

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 1 - Adopted: 2013

STRAND	NGSS.1-LS	LIFE SCIENCE
TITLE	1-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 1-LS1-1 Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Social Studies Online

Grade 2 - Land and Water Around Us

STRAND	NGSS.1-ESS	EARTH AND SPACE SCIENCE
TITLE	1-ESS1	Earth's Place in the Universe
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 1-ESS1-2 Make observations at different times of year to relate the amount of daylight to the time of year.

Social Studies Online

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 2

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 2 - 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

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

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

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

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

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans
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LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
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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. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us 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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - A Country of Cultures Grade 3 - I Am a Consumer
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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. Social Studies Online 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. Social Studies Online 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. Social Studies Online Jerusalem - Then and Now (Younger Grades)
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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.	The study of the past is the story of communities, nations, and the world. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.3.	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. Social Studies Online Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.6.	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. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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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.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Social Studies Online Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
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LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past. Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert
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LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans
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LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans
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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 ENVIRONMENT S.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings.
		<p>Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us</p>
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale.
		<p>Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert</p>
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
		<p>Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5</p>
LEARNING EXPECTATION	3.1.4.	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>Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.
		<p>Social Studies Online African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
		<p>Social Studies Online Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans</p>

LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Social Studies Online Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert
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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.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us 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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LEARNING EXPECTATION	3.2.2.	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. Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert
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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. Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert
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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	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us
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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.

Social Studies Online
Grade 3 - Geography of Our Communities

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.

Social Studies Online
Grade 1 - Families and Neighbors
Grade 2 - Living Together

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. Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

Social Studies Online
Grade 1 - The Earth Around Us
Grade 2 - Early Americans
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Washington, DC - Grades K - 5

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. This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;

Social Studies Online
Grade 1 - Families and Neighbors
Grade 2 - Living Together

LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

Social Studies Online
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
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

LEARNING EXPECTATION	5.1.3.	Characteristics that distinguish individuals. Social Studies Online Grade 3 - A Country of Cultures
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together
LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. Social Studies Online Grade 1 - Families and Neighbors Grade 2 - Living Together

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	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Social Studies Online Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. Social Studies Online Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities Grade 3 - I Am a Consumer

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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LEARNING EXPECTATION	6.1.2.	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. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Social Studies Online Grade 2 - Our Government At Work

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

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 1 - Let's Learn About the Government 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

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:

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 1 - All About Work Grade 2 - Work and Money
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LEARNING EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money
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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	7.1.	KNOWLEDGE - Learners will understand:

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
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LEARNING EXPECTATION	7.1.2.	The difference between needs and wants. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Social Studies Online Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.1.6.	Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions). Social Studies Online Grade 3 - Businesses At Work
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LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money 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	7.2.	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. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.2.3.	Evaluate how the decisions that people make are influenced by the trade-offs of different options. <u>Social Studies Online</u> Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.2.4.	Examine and evaluate different methods for allocating scarce goods and services in the school and community. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
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LEARNING EXPECTATION	7.2.5.	Assess how consumers will react to rising and falling prices for goods and services. <u>Social Studies Online</u> 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. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money
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THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. Social Studies Online Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. Social Studies Online Grade 1 - Life Long Ago

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. Social Studies Online Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. Social Studies Online Grade 1 - Life Long Ago

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). Social Studies Online Grade 2 - Work and Money
LEARNING EXPECTATION	9.1.2.	Global connections affect daily life for individuals and those around them. Social Studies Online Grade 2 - Work and Money

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. Social Studies Online Grade 1 - All About Work 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online Grade 2 - Work and Money
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LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Social Studies Online Grade 2 - Land and Water Around Us The Sahara Desert
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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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Social Studies Online Grade 2 - Work and Money
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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. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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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. Social Studies Online 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. Social Studies Online Grade 1 - Let's Learn About the Government 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. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action. Social Studies Online 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. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Social Studies Online Grade 1 - Let's Learn About the Government 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. Social Studies Online Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money 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.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Social Studies Online Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Social Studies Online Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 2 - Adopted: 2012

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. 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

The Sahara Desert

EXPECTATION PR.4.2.A. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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. 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).

Social Studies Online

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
3.

- Social Studies Online**
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

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. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
1.

- Social Studies Online**
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)

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

- Social Studies Online**
[Grade 1 - The Earth Around Us](#)
[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. Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
1.

- Social Studies Online**
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)

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

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

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
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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.

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Grade 1 - The Earth Around Us
- Grade 2 - Land and Water Around Us
- Grade 3 - Geography of Our Communities
- How Coral Reefs Are Formed
- Who Lives On a Coral Reef?

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).

Social Studies Online

- Amazon Rainforest - Grades 2-5

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).

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 2-5
- Grade 3 - Geography of Our Communities
- The Sahara Desert

EXPECTATION PS.8.1.A.3. Describe local ecosystems by surveying and recording the properties of their components.

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 2-5
- Grade 3 - Geography of Our Communities
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

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. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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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). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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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. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities The Sahara Desert
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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).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities The Sahara Desert</p>

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).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities The Sahara Desert</p>

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.
		<p><u>Social Studies Online</u> Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities</p>

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).
		<p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities</p>

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 .1. Identify and describe the changes in local habitats that resulted from human activities.

- [Social Studies Online](#)
[African Safari](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[Who Lives On a Coral Reef?](#)

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).

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

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).

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

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.

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

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>The Sahara Desert</p>

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.
		<p><u>Social Studies Online</u></p> <p>Grade 3 - Geography of Our Communities</p>

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p>

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.
		<p><u>Social Studies Online</u></p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p>

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p>

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.

Social Studies Online

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

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...."

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

National Geography Standards (NGS)

Social Studies

Grade: 2 - 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.

Social Studies Online

Grade 2 - Land and Water Around Us

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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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 .B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

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
 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
 The Sahara Desert

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.1.2	Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth's surface
BENCHMARK	WST.1.2 .B.	Construct maps and graphs to display geospatial data, as exemplified by being able to

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

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	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

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 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 2 - Living Together
 Grade 3 - Geography of Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

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

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

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.3.1	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1.A.	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

EXPECTATION WST.3.1. 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).
A.2.

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

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

EXPECTATION PR.4.1.A. 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).
1.

Social Studies Online
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 2 - Land and Water Around Us

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

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

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
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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).
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- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Paris - City of Light - Grades K - 5
 The Sahara Desert

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).
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- Social Studies Online**
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 2 - Land and Water Around Us

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).
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- Social Studies Online**
 Grade 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 3 - Geography of Our Communities

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).
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- Social Studies Online**
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Washington, DC - Grades K - 5

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. 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.

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

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. Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Paris - City of Light - Grades K - 5
 The Sahara Desert

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Paris - City of Light - Grades K - 5
 The Sahara Desert

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. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

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

EXPECTATION PS.7.2.A. 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 1 - The Earth Around Us](#)
[Grade 2 - Land and Water Around Us](#)

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. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).

1.
Social Studies Online
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

EXPECTATION PS.8.1.A. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

2.
Social Studies Online
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)
[How Coral Reefs Are Formed](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

EXPECTATION PS.8.1.A. Describe local ecosystems by surveying and recording the properties of their components.

3.
Social Studies Online
[Grade 1 - Families and Neighbors](#)
[Grade 1 - The Earth Around Us](#)
[Grade 3 - Geography of Our Communities](#)

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.
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>

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.
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>

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).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</p>

EXPECTATION PS.8.3.A. 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).

Social Studies Online

[African Safari](#)

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

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

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. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

Social Studies Online

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

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. Describe why and how the Pilgrims moved from England to the US colonies.

Social Studies Online

[Grade 3 - The First Americans](#)

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. 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).

Social Studies Online

[Grade 1 - Life Long Ago](#)

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

[Grade 3 - A Country of Cultures](#)

[Grade 3 - How The Country Was Settled](#)

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). <u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
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). <u>Social Studies Online</u> Grade 3 - A Country of Cultures
EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. <u>Social Studies Online</u> Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to
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). <u>Social Studies Online</u> Grade 3 - Businesses At Work
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. <u>Social Studies Online</u> Grade 3 - Businesses At Work
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. <u>Social Studies Online</u> Grade 3 - Businesses At Work

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.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).

Social Studies Online
Grade 3 - How The Country Was Settled

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.

Social Studies Online
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

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.

Social Studies Online
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

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.

Social Studies Online
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

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).
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Social Studies Online
 Grade 1 - The Earth Around Us
 Grade 3 - Geography of Our Communities
 Washington, DC - Grades K - 5

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A .2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).
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Social Studies Online
 Grade 1 - The Earth Around Us

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).
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Social Studies Online
 Grade 1 - Let's Learn About the Government
 Grade 3 - How Government Helps Our Communities

EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states.
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Social Studies Online
 Grade 2 - Land and Water Around Us

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 3 - Geography of Our Communities</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 2 - Land and Water Around Us</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>		

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 .3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).
		<p>Social Studies Online</p> <p>Grade 2 - Early Americans</p> <p>Grade 3 - How The Country Was Settled</p>

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).
		<p>Social Studies Online</p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Living Together</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p>

EXPECTATION	ES.15.1.A. 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).
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p>

EXPECTATION	ES.15.1.A. A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).
		<p>Social Studies Online</p> <p>Grade 1 - Families and Neighbors</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 3 - Geography of Our Communities</p>

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 .2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>The Sahara Desert</p>

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).

[Social Studies Online](#)
Grade 3 - How The Country Was Settled

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.

[Social Studies Online](#)
Grade 2 - Early Americans
Grade 3 - The First Americans

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

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.
		<p><u>Social Studies Online</u> <u>Grade 2 - Land and Water Around Us</u></p>

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 2

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 2 - Adopted: 2013

STRAND	NGSS.2-LS	LIFE SCIENCE
TITLE	2-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 2-LS2-1 Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Social Studies Online

Grade 2 - Land and Water Around Us

STRAND	NGSS.2-LS	LIFE SCIENCE
TITLE	2-LS4	Biological Evolution: Unity and Diversity
		Students who demonstrate understanding can:

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

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND	NGSS.2-ESS	EARTH AND SPACE SCIENCE
TITLE	2-ESS1	Earth's Place in the Universe
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 2-ESS1-1 Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

Social Studies Online

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND	NGSS.2-ESS	EARTH AND SPACE SCIENCE
TITLE	2-ESS2	Earth's Systems
		Students who demonstrate understanding can:

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

Social Studies Online
Grade 3 - Geography of Our Communities

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

Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

PERFORMANC 2-ESS2- Obtain information to identify where water is found on Earth and that it can be solid or liquid.
E 3
EXPECTATION

Social Studies Online
Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

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. Social Studies Online 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. 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
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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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online Jerusalem - Then and Now (Younger Grades)
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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.	The study of the past is the story of communities, nations, and the world. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Social Studies Online 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 Rome - The Eternal City
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LEARNING EXPECTATION	2.1.3.	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. Social Studies Online Grade 3 - The First Americans
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LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Social Studies Online 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
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LEARNING EXPECTATION	2.1.6.	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. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City
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LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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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.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Social Studies Online 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
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LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past. Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Social Studies Online Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships. Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences. Social Studies Online Grade 4 - Northeast Grade 4 - West Region Geography
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Social Studies Online Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast

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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. 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 - West Region Geography Grade 4 - West Region Landforms
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LEARNING EXPECTATION	3.1.2.	<p>Concepts such as: location, direction, distance, and scale.</p> <p>Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert</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>Social Studies Online Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5</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>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 Grade 4 - Northeast</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>Social Studies Online African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Galapagos Islands 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 Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?</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>Social Studies Online Grade 4 - Northeast</p>

LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Social Studies Online Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings 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 Geography Grade 4 - West Region Today
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LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Social Studies Online Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Social Studies Online 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 ENVIRONMENT S.
CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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LEARNING EXPECTATION	3.2.2.	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. Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
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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.
		<p>Social Studies Online Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert</p>

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.
		<p>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 - West Region Geography Grade 4 - West Region Landforms</p>

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.
		<p>Social Studies Online Grade 3 - Geography of Our Communities</p>

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.
		<p>Social Studies Online Grade 4 - Northeast</p>

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.
		<p>Social Studies Online Grade 2 - Living Together</p>

LEARNING EXPECTATION	4.1.3.	Individuals have characteristics that are both distinct from and similar to those of others.
		<p>Social Studies Online Grade 3 - A Country of Cultures</p>

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.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special. <u>Social Studies Online</u> 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

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
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CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
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LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;. <u>Social Studies Online</u> Grade 2 - Living Together
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LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms. <u>Social Studies Online</u> 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
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LEARNING EXPECTATION	5.1.3.	Characteristics that distinguish individuals. <u>Social Studies Online</u> Grade 3 - A Country of Cultures
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LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. <u>Social Studies Online</u> Grade 2 - Living Together
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LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. <u>Social Studies Online</u> Grade 2 - Living Together
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Social Studies Online Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. Social Studies Online Grade 3 - How Government Helps Our Communities
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. Social Studies Online Grade 2 - Living Together Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.2.	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. Social Studies Online Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Social Studies Online Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Social Studies Online Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Social Studies Online Grade 2 - Our Government At Work
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE

DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority, and governance in the school, community, and state. <u>Social Studies Online</u> 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. <u>Social Studies Online</u> Grade 3 - How Government Helps Our Communities
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:
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. <u>Social Studies Online</u> Grade 2 - Work and Money

LEARNING EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem. <u>Social Studies Online</u> Grade 2 - Work and Money
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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	7.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	7.1.1.	How people and communities deal with scarcity of resources. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - Businesses At Work
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LEARNING EXPECTATION	7.1.2.	The difference between needs and wants. <u>Social Studies Online</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
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LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Social Studies Online Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Social Studies Online 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). Social Studies Online Grade 3 - Businesses At Work
LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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.

Social Studies Online
 Grade 3 - Businesses At Work
 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	7.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION 7.3.4. Designing and using a classroom currency, demonstrating the functions of money.

Social Studies Online
 Grade 2 - Work and Money

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).

Social Studies Online
 Grade 2 - Work and Money

LEARNING EXPECTATION 9.1.2. Global connections affect daily life for individuals and those around them.

Social Studies Online
 Grade 2 - Work and Money

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.

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

LEARNING EXPECTATION 9.1.5. The pace of global change has quickened in recent times.

Social Studies Online
 Grade 2 - Work and Money

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.

Social Studies Online
 Grade 2 - Work and Money

LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region. Social Studies Online Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Social Studies Online 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. 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	9.2.6.	Examine the ways in which technology affects global connections. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Drawing illustrations of examples of participation supportive of civic ideals and practices.

Social Studies Online

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION 10.3.4. Developing a plan in collaboration with others to carry out a school improvement project.

Social Studies Online

Grade 2 - Work and Money

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. Describe and compare the physical environments and landforms of different places in the world (e.g.,
3. mountains, islands, valleys or canyons, mesas).

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.7.1.	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. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers,
2. lakes, water vapor, ground water, different types of precipitation).

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. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
3.

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. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

- 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
 Who Lives On a Coral Reef?

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. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).

1.

- Social Studies Online**
 Amazon Rainforest - Grades 2-5

EXPECTATION PS.8.1.A. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

2.

- 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 PS.8.1.A. Describe local ecosystems by surveying and recording the properties of their components.

3.

- 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?

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
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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. Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.

1.

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

2.

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. Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).

3.

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?

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.
		<p><u>Social Studies Online</u> 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</p>

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).
		<p><u>Social Studies Online</u> 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</p>

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).
		<p><u>Social Studies Online</u> 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</p>

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.
		<p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings</p>

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
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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).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

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.1. Identify and describe the changes in local habitats that resulted from human activities.

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?

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).

Social Studies Online

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

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).
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Social Studies Online
Galapagos Islands
Grade 4 - West Region Geography
Grade 4 - West Region Landforms

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).
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Social Studies Online
Grade 3 - Geography of Our Communities

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.
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Social Studies Online
Grade 3 - Geography of Our Communities

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.
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Social Studies Online
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 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Today
The Sahara Desert

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.

Social Studies Online
 Grade 3 - Geography of Our Communities
 Grade 4 - Northeast
 Grade 4 - West Region Today

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.

Social Studies Online
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 2 - Land and Water Around Us
 Grade 4 - Southwest Region Today

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.

Social Studies Online
 Grade 2 - Land and Water Around Us

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.

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

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...."
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Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - West Region Today

Who Lives On a Coral Reef?

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.
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Social Studies Online

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

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 .B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

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

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.1.2	Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth's surface
BENCHMARK	WST.1.2 .B.	Construct maps and graphs to display geospatial data, as exemplified by being able to

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

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

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

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	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

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.
		<p><u>Social Studies Online</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>

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.
		<p><u>Social Studies Online</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>

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.3.1	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1 .A.	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

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).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5</p>

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.3.2	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2 .A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to

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).
		<p><u>Social Studies Online</u> Grade 4 - Northeast</p>

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

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

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.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. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Exploring Cuba
 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 - 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
 Paris - City of Light - Grades K - 5
 The Sahara Desert

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. Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.

- Social Studies Online**
 Grade 4 - Northeast

EXPECTATION PR.4.2.B. 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).

- Social Studies Online**
 Grade 4 - Northeast

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. 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).

- 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 - West Region Geography
 Grade 4 - West Region Landforms

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).
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p>

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).
		<p>Social Studies Online</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>

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.
		<p>Social Studies Online</p> <p>Grade 2 - Living Together</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p>

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.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba 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 - 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 Paris - City of Light - Grades K - 5 The Sahara Desert
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EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba 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 - Southeast Region of the U.S. 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 Paris - City of Light - Grades K - 5 The Sahara Desert
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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.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. <u>Social Studies Online</u> Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Northeast Grade 4 - West Region Geography
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EXPECTATION PS.7.2.A. 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

- Exploring Cuba
- Grade 2 - Land and Water Around Us
- Grade 4 - Northeast
- Grade 4 - West Region Geography

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. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).

1.

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 3 - Geography of Our Communities
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

EXPECTATION PS.8.1.A. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

2.

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 3 - Geography of Our Communities
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

EXPECTATION PS.8.1.A. Describe local ecosystems by surveying and recording the properties of their components.

3.

Social Studies Online

- Grade 3 - Geography of Our Communities

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

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 3 - Geography of Our Communities
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

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

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 3 - Geography of Our Communities
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

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. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
1.

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 3 - Geography of Our Communities
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- The Sahara Desert
- Who Lives On a Coral Reef?

EXPECTATION PS.8.3.A. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannas, temperate forests, tropical forests, arctic tundra).

- 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 3 - Geography of Our Communities
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

EXPECTATION PS.8.3.A. 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).

- Social Studies Online**
 African Safari
 Amazon Rainforest - People and Threats - Grades 2-5
 Galapagos Islands
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

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. Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities).

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

EXPECTATION HS.9.2.A. Identify and describe places in the state where the greatest and fewest numbers of people live.

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

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. Social Studies Online 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). Social Studies Online 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. Social Studies Online 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. Social Studies Online 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. Social Studies Online 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). Social Studies Online Grade 4 - Northeast
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EXPECTATION HS.9.3.B. 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).

Social Studies Online
Grade 4 - Southwest Region Early Beginnings

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. Describe how the movement of people into cities can change the need for housing and services.
1.

Social Studies Online
Grade 4 - Midwest Region Today
Grade 4 - Northeast

EXPECTATION HS.9.3.C. 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).
2.

Social Studies Online
Grade 2 - Our Government At Work
Grade 3 - A Country of Cultures
Grade 3 - How The Country Was Settled
Grade 4 - Northeast

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. 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).
.1.

Social Studies Online
Grade 2 - Living Together
Grade 3 - A Country of Cultures

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).

Social Studies Online
Grade 3 - A Country of Cultures
Grade 4 - Northeast

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
		<p>Social Studies Online</p> <p>Grade 2 - Our Government At Work</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to

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).
		<p>Social Studies Online</p> <p>Grade 3 - Businesses At Work</p>

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.
		<p>Social Studies Online</p> <p>Grade 3 - Businesses At Work</p>

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.
		<p>Social Studies Online</p> <p>Grade 3 - Businesses At Work</p>

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.
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p>

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 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).
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Social Studies Online
[Grade 3 - How The Country Was Settled](#)
[Grade 4 - Northeast](#)
[Grade 4 - West Region Early Beginnings](#)

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

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

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

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).
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Social Studies Online
[Grade 4 - Northeast](#)

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).
		<p>Social Studies Online</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p>

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).
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p>

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).
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>

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

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).
		<p>Social Studies Online</p> <p>Grade 3 - How Government Helps Our Communities</p>

EXPECTATION HS.13.1.A.3. Describe how all continents, with the exception of Antarctica, are divided into nation states.

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

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).

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

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).

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

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).

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

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).
		<p>Social Studies Online</p> <p>Grade 2 - Living Together</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p>

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).
		<p>Social Studies Online</p> <p>Grade 4 - West Region Geography</p>

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

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).
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p>

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.15.1A .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).
		<p>Social Studies Online</p> <p>Grade 2 - Living Together</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p>

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).
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</p>

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).
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p>

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).
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p>

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).
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>The Sahara Desert</p>

EXPECTATION ES.15.1. Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, B.3. bridges).

[Social Studies Online](#)
Grade 4 - Northeast

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 Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern .2. that results (e.g., the Pacific Ring of Fire).

[Social Studies Online](#)
Grade 4 - West Region Geography

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 Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation .1. routes, building a storm shelter, conducting earthquake or tornado drills).

[Social Studies Online](#)
Grade 4 - West Region Geography
Grade 4 - West Region Landforms

EXPECTATION ES.15.2. Describe how people might build their houses differently on a coast or beach as compared to another location B.2. (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).

[Social Studies Online](#)
Grade 4 - Northeast
Grade 4 - West Region Geography

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 Identify and describe how people adapt to the physical environment through choices of clothing, housing .1. styles, food choices, recreational activities, and land use.

[Social Studies Online](#)
Grade 4 - Northeast

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).
		Social Studies Online Grade 4 - Northeast

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).
		Social Studies Online Grade 4 - Northeast

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

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

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).
		Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings

EXPECTATION UG.17.1. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.
A.3.

- Social Studies Online**
 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 Describe and analyze the change in the number of states in the United States and their boundaries.
.2.

- 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 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).
.3.

- 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. 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.

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.18.3	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. Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality.

Social Studies Online
Exploring Cuba
Grade 4 - Northeast
Grade 4 - Southwest Region Today
Grade 4 - West Region Today

EXPECTATION UG.18.3. Explain how the depiction of a place in movies or on television can affect how people perceive that place.

Social Studies Online
Grade 4 - Northeast

EXPECTATION UG.18.3. 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.

Social Studies Online
Grade 4 - Northeast

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

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

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

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

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

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

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

Social Studies Online

Grade 3 - Geography of Our Communities

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 4

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 4 - 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
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
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
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
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

Ancient China - Qin & Han Dynasties
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
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
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. Social Studies Online 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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba 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. Social Studies Online 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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba 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. Social Studies Online 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. Social Studies Online 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.

Social Studies Online
 Ancient China - Qin & Han Dynasties
 Jerusalem - Then and Now (Younger Grades)

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. The study of the past is the story of communities, nations, and the world.

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

LEARNING EXPECTATION 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.

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

LEARNING EXPECTATION 2.1.3. 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.

Social Studies Online
 Grade 3 - The First Americans

LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.
		<p><u>Social Studies Online</u> Exploring Cuba 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.	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><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 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.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>

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.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
		<p>Social Studies Online</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>

LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past.
		<p>Social Studies Online</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>The Sahara Desert</p>

LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Northeast</p>

LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships. Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences. Social Studies Online Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast
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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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor 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	3.1.2.	Concepts such as: location, direction, distance, and scale.
		<p>Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert</p>
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
		<p>Social Studies Online Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5</p>
LEARNING EXPECTATION	3.1.4.	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>Social Studies Online Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast</p>

LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>How Coral Reefs Are Formed</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p>
LEARNING EXPECTATION	3.1.6.	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>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Grade 4 - Northeast</p>
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources.
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</p>
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Jerusalem - Then and Now (Younger Grades)</p>

LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor 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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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LEARNING EXPECTATION	3.2.2.	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. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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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. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor 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.	<p>Creating illustrations and composing answers to geographic questions about people, places, and environments.</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms</p>
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LEARNING EXPECTATION	3.3.2.	<p>Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features.</p> <p>Social Studies Online Grade 3 - Geography of Our Communities</p>
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LEARNING EXPECTATION	3.3.3.	<p>Developing a table to compare population data for the classroom, school, community, state, or region in the present or past.</p> <p>Social Studies Online Canada: Our Northern Neighbor Grade 4 - Northeast</p>
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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	4.1.3.	<p>Individuals have characteristics that are both distinct from and similar to those of others.</p> <p>Social Studies Online Grade 3 - A Country of Cultures</p>
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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>Social Studies Online Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5</p>
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
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CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
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LEARNING EXPECTATION	5.1.2.	<p>Concepts such as: community, culture, role, competition, cooperation, rules, and norms.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba 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>Social Studies Online Grade 3 - A Country of Cultures</p>
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
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CATEGORY	5.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	5.2.5.	<p>Provide examples of the role of institutions in furthering both continuity and change.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast</p>
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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>Social Studies Online Grade 3 - How Government Helps Our Communities</p>
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
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CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
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LEARNING EXPECTATION	6.1.1.	<p>Rules and laws can serve to support order and protect individual rights.</p> <p>Social Studies Online Grade 3 - How Government Helps Our Communities</p>
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LEARNING EXPECTATION	6.1.2.	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. Social Studies Online Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Social Studies Online Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Social Studies Online Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Social Studies Online Barcelona Canada: Our Northern Neighbor

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

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 Canada: Our Northern Neighbor 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

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	7.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	7.1.1.	How people and communities deal with scarcity of resources. Social Studies Online Grade 3 - Businesses At Work
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LEARNING EXPECTATION	7.1.2.	The difference between needs and wants. Social Studies Online Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Social Studies Online Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Social Studies Online Barcelona 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). Social Studies Online Grade 3 - Businesses At Work
LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Social Studies Online Barcelona 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. Social Studies Online Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs. Social Studies Online 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. Social Studies Online 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. Social Studies Online Grade 3 - Businesses At Work

LEARNING EXPECTATION 7.2.5. Assess how consumers will react to rising and falling prices for goods and services.

[Social Studies Online](#)
[Grade 3 - Businesses At Work](#)
[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	7.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION 7.3.4. Designing and using a classroom currency, demonstrating the functions of money.

[Social Studies Online](#)
[Barcelona](#)

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).

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)

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.

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

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 9.2.3. Use maps and databases to look for global patterns, trends, and connections.

[Social Studies Online](#)
[Canada: Coast to Coast](#)
[Canada: Our Northern Neighbor](#)
[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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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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. Social Studies Online Grade 3 - I Am a Consumer
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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. Social Studies Online Grade 3 - How Government Helps Our Communities
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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. Social Studies Online Grade 3 - How Government Helps Our Communities
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LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Social Studies Online Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
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LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action. Social Studies Online Grade 3 - How Government Helps Our Communities
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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. Social Studies Online Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Social Studies Online 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. Social Studies Online 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.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Social Studies Online Grade 3 - How Government Helps Our Communities
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Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 4 - 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

Canada: Coast to Coast

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

EXPECTATION PR.4.2.A. Describe and compare the physical environments and landforms of different places in the world (e.g., 3. mountains, islands, valleys or canyons, mesas).

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Canada: Coast to Coast
- Galapagos Islands
- 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
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- The Sahara Desert
- Who Lives On a Coral Reef?

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. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, 2. lakes, water vapor, ground water, different types of precipitation).

Social Studies Online

- Amazon Rainforest - Grades 2-5
- Galapagos Islands
- Grade 3 - Geography of Our Communities
- Grade 4 - Midwest Region Early Beginnings
- Grade 4 - Northeast
- Grade 4 - West Region Landforms
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
3.

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

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

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

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

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

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. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
2.

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Galapagos Islands
 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
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 Who Lives On a Coral Reef?

EXPECTATION PS.7.3.B. Describe how freeze-thaw processes erode rock (e.g., potholes on local streets, rock slides in mountain regions).
3.

- Social Studies Online**
 National Parks - Wyoming, Utah

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. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
1.

- Social Studies Online**
 Amazon Rainforest - Grades 2-5

EXPECTATION PS.8.1.A. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
2.

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Grade 3 - Geography of Our Communities
 Grade 4 - Northeast
 Grade 4 - West Region Geography
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert

EXPECTATION PS.8.1.A. Describe local ecosystems by surveying and recording the properties of their components.
3.

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 2-5
- Canada: Coast to Coast
- Galapagos Islands
- Grade 3 - Geography of Our Communities
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- The Sahara Desert
- Who Lives On a Coral Reef?

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

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 2-5
- Canada: Coast to Coast
- Galapagos Islands
- Grade 3 - Geography of Our Communities
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- How Coral Reefs Are Formed
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- The Sahara Desert
- Who Lives On a Coral Reef?

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

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - Northeast
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

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

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - Northeast
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

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. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
1.

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Grade 3 - Geography of Our Communities
 Grade 4 - Northeast
 Grade 4 - West Region Geography
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert

EXPECTATION PS.8.3.A. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, 2. grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

EXPECTATION PS.8.3.A. Identify the characteristics in photographs of different types of vegetation and match them to the appropriate 3. 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).

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

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.
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>

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).
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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

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 .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 3 - Geography of Our Communities

National Parks - Alaska & Hawaii

Who Lives On a Coral Reef?

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).
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Social Studies Online
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Early Beginnings

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).
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Social Studies Online
 Galapagos Islands
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms

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).
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Social Studies Online
 Grade 3 - Geography of Our Communities

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.
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Social Studies Online
 Grade 3 - Geography of Our Communities

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Galapagos Islands</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>The Sahara Desert</p>

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.
		<p><u>Social Studies Online</u></p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Today</p>

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 4 - Southwest Region Today</p>

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.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p>

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.
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Social Studies Online

[African Safari](#)

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

[Galapagos Islands](#)

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

[National Parks - Alaska & Hawaii](#)

[Who Lives On a Coral Reef?](#)

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...."
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Social Studies Online

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

[Galapagos Islands](#)

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

[Grade 4 - West Region Today](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

[Who Lives On a Coral Reef?](#)

National Geography Standards (NGS)

Social Studies

Grade: 4 - 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.
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Social Studies Online

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

[Grade 4 - Northeast](#)

[The Sahara Desert](#)

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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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.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

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
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 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
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Grade 4 - Northeast
 The Sahara Desert

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.1.2	Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth's surface
BENCHMARK	WST.1.2.B.	Construct maps and graphs to display geospatial data, as exemplified by being able to

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

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

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

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	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

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 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 3 - Geography of Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

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.3.1	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1 .A.	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

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
 Ancient China - Qin & Han Dynasties

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.3.2	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2 .A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to

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).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

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).
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p>

EXPECTATION	PR.4.1.A.2.	Identify and describe the defining characteristics of the student's community as a place.
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p>

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).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>

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.1.	Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).
		<p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms</p>

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).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today 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 London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts</p>

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.
		<p><u>Social Studies Online</u> Grade 4 - Northeast</p>

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).
		<p><u>Social Studies Online</u> Grade 4 - Northeast</p>

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. 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).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION PR.5.1.A. 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).

Social Studies Online

Grade 3 - Geography of Our Communities

EXPECTATION PR.5.1.A. 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).

Social Studies Online

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

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

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. 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.

Social Studies Online

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

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. Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

Social Studies Online

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

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

[Ancient China - Qin & Han Dynasties](#)

[Barcelona](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

[Exploring Cuba](#)

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

[Grade 4 - Midwest Region Early Beginnings](#)

[Grade 4 - Midwest Region Today](#)

[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](#)

[London - City of Pomp & Majesty](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

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

[The Sahara Desert](#)

[Tokyo - City of Contrasts](#)

EXPECTATION PS.7.1.A. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
3.

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Ancient China - Qin & Han Dynasties
 Barcelona
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Exploring Cuba
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Southeast Region of the U.S.
 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
 London - City of Pomp & Majesty
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 Paris - City of Light - Grades K - 5
 The Sahara Desert
 Tokyo - City of Contrasts

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. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.
1.

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

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

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

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). <u>Social Studies Online</u> National Parks - Wyoming, Utah
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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). <u>Social Studies Online</u> National Parks - Wyoming, Utah
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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.7.3.	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. 3.	Describe how freeze-thaw processes erode rock (e.g., potholes on local streets, rock slides in mountain regions). <u>Social Studies Online</u> National Parks - Wyoming, Utah
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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.8.1.	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). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
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EXPECTATION PS.8.1.A. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, 2. clay versus sandy soils).

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

EXPECTATION PS.8.1.A. Describe local ecosystems by surveying and recording the properties of their components. 3.

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

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

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

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

- Social Studies Online**
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[Grade 3 - Geography of Our Communities](#)
[Grade 4 - West Region Geography](#)
[How Coral Reefs Are Formed](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

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. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.
1.

- Social Studies Online**
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[Grade 3 - Geography of Our Communities](#)
[Grade 4 - West Region Geography](#)
[How Coral Reefs Are Formed](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)
[The Sahara Desert](#)
[Who Lives On a Coral Reef?](#)

EXPECTATION PS.8.3.A. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

EXPECTATION PS.8.3.A. 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).

- Social Studies Online**
 African Safari
 Amazon Rainforest - People and Threats - Grades 2-5
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Galapagos Islands
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah
 The Sahara Desert
 Who Lives On a Coral Reef?

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. Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities).

- Social Studies Online**
 Canada: Our Northern Neighbor
 Grade 4 - Northeast
 Grade 4 - West Region Geography

EXPECTATION HS.9.2.A. Identify and describe places in the state where the greatest and fewest numbers of people live.

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

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. 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.

Social Studies Online

Canada: Our Northern Neighbor

Grade 4 - Northeast

EXPECTATION HS.9.2.B. Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations).

Social Studies Online

Grade 4 - Northeast

Grade 4 - West Region Geography

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. Describe why and how people moved west during the California Gold Rush.

Social Studies Online

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

EXPECTATION HS.9.3.A. Describe why and how the Pilgrims moved from England to the US colonies.

Social Studies Online

Grade 3 - The First Americans

EXPECTATION HS.9.3.A. Describe why and how Native Americans moved to federally designated reservations.

Social Studies Online

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

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).
		Social Studies Online Grade 4 - Northeast

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).
		Social Studies Online Grade 4 - Southwest Region Early Beginnings

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.
		Social Studies Online Grade 4 - Midwest Region Today Grade 4 - Northeast

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).
		Social Studies Online Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast

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).
		Social Studies Online Grade 3 - A Country of Cultures

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).
		Social Studies Online Grade 3 - A Country of Cultures Grade 4 - Northeast

EXPECTATION HS.10.1.A.3. Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

Social Studies Online
 Grade 3 - A Country of Cultures
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Cultures change and diffuse in multiple ways
BENCHMARK	HS.10.3.B.	Describe examples of the spread of a culture, as exemplified by being able to

EXPECTATION HS.10.3.B.1. Describe how different cultural groups bring their cultural traditions (e.g., food, holidays, clothing, religion) with them when they move to new locations.

Social Studies Online
 Ancient China - Qin & Han Dynasties

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to

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).

Social Studies Online
 Grade 3 - Businesses At Work

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.

Social Studies Online
 Grade 3 - Businesses At Work

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.

Social Studies Online
 Grade 3 - Businesses At Work

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. <u>Social Studies Online</u> 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 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). <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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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. <u>Social Studies Online</u> Grade 3 - I Am a Consumer
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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. <u>Social Studies Online</u> Grade 3 - I Am a Consumer
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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. <u>Social Studies Online</u> Grade 3 - I Am a Consumer
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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).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

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).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

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).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

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).
		<p>Social Studies Online</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p>

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

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).

Social Studies Online

Grade 3 - How Government Helps Our Communities

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
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STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
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STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
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BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to
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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).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
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STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
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STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface
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BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to
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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).

Social Studies Online

Amazon Rainforest - Grades 2-5

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
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STANDARD	ES.14.	How human actions modify the physical environment
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STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
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BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
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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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>		

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 4 - West Region Geography</p>		

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

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).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 4 - Northeast</p>		

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).
		<p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans</p>

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).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today</p>

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).
		<p><u>Social Studies Online</u> Grade 3 - Geography of Our Communities</p>

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).
		<p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Geography</p>

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).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert</p>

EXPECTATION ES.15.1. Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, B.3. bridges).

[Social Studies Online](#)
Grade 4 - Northeast

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 Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern 2. that results (e.g., the Pacific Ring of Fire).

[Social Studies Online](#)
Grade 4 - West Region Geography

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 Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation 1. routes, building a storm shelter, conducting earthquake or tornado drills).

[Social Studies Online](#)
Grade 4 - West Region Geography
Grade 4 - West Region Landforms
National Parks - Alaska & Hawaii

EXPECTATION ES.15.2. Describe how people might build their houses differently on a coast or beach as compared to another location B.2. (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).

[Social Studies Online](#)
Grade 4 - Northeast
Grade 4 - West Region Geography

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.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</p>

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).
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast</p>

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).
		<p><u>Social Studies Online</u> Grade 4 - Northeast</p>

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.
		<p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Geography</p>

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.
		<p><u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Geography</p>

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). <u>Social Studies Online</u> Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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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. <u>Social Studies Online</u> Grade 3 - The First Americans 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.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. <u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
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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.2.	Describe the services a city government needs to provide due to the specific geographic characteristics of the community (e.g., big snow removal equipment in lake-effect locations, frequent brake replacement for San Francisco streetcars, wind screens for tennis courts in Great Plains locations, evacuation plans in flood-prone areas). <u>Social Studies Online</u> Barcelona
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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.18.3	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.
		<p><u>Social Studies Online</u> <u>Exploring Cuba</u> <u>Grade 4 - Northeast</u> <u>Grade 4 - Southwest Region Today</u> <u>Grade 4 - West Region Today</u></p>
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.
		<p><u>Social Studies Online</u> <u>Ancient China - Qin & Han Dynasties</u> <u>Canada: Coast to Coast</u> <u>Canada: Our Northern Neighbor</u> <u>Grade 4 - Northeast</u></p>
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.
		<p><u>Social Studies Online</u> <u>Ancient China - Qin & Han Dynasties</u> <u>Canada: Coast to Coast</u> <u>Canada: Our Northern Neighbor</u> <u>Grade 4 - Northeast</u></p>

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 4

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 4 - Adopted: 2013

STRAND	NGSS.4-PS	PHYSICAL SCIENCE
TITLE	4-PS4	Waves and their Applications in Technologies for Information Transfer
		Students who demonstrate understanding can:

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

Social Studies Online

Grade 3 - Geography of Our Communities

STRAND	NGSS.4-LS	LIFE SCIENCE
TITLE	4-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-LS1-1 Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

Social Studies Online

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

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

STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

- Social Studies Online**
- Amazon Rainforest - People and Threats - Grades 2-5
- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 3 - Geography of Our Communities
- Grade 4 - Northeast
- Grade 4 - Southwest Region Early Beginnings
- Grade 4 - Southwest Region Today
- Grade 4 - West Region Geography
- Grade 4 - West Region Today
- The Sahara Desert

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

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

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 5

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 5 - 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 socially transmitted 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 - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION 1.1.4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	1.1.8.	That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Younger Grades)
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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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. Social Studies Online Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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LEARNING EXPECTATION	1.2.5.	Explain how patterns of behavior reflect cultural values and beliefs. Social Studies Online Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings
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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.	The study of the past provides a representation of the history of communities, nations, and the world. Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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LEARNING EXPECTATION	2.1.2.	<p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.3.	<p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.4.	<p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City</p>

LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p>
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
		<p>Social Studies Online</p> <p>Washington, DC - Grades K - 5</p>

LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast 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	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources.
		<p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert</p>

LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation.
		<p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert</p>

LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times.
		<p><u>Social Studies Online</u> Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography</p>

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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>The Sahara Desert</p>
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems.
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p>
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Exploring Cuba</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>The Sahara Desert</p>
LEARNING EXPECTATION	3.1.4.	The roles of different kinds of population centers in a region or nation.
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>London - City of Pomp & Majesty</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p>
LEARNING EXPECTATION	3.1.6.	Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas).
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment.
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>
LEARNING EXPECTATION	3.1.9.	The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.
		<p>Social Studies Online</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>The Sahara Desert</p>
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	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	<p>Ask and find answers to geographic questions related to regions, nations, and the world in the past and present.</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms</p>
LEARNING EXPECTATION	3.2.2.	<p>Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events.</p> <p>Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert</p>
LEARNING EXPECTATION	3.2.3.	<p>Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties</p>
LEARNING EXPECTATION	3.2.5.	<p>Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world.</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast</p>
LEARNING EXPECTATION	3.2.6.	<p>Evaluate the consequences of human actions in environmental terms.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>
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	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data among nations. Social Studies Online Canada: Our Northern Neighbor Grade 4 - Northeast
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LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast
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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	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings
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LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 4 - Northeast
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LEARNING EXPECTATION	5.1.6.	That cultural diffusion occurs when groups migrate. Social Studies Online Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings
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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	5.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	5.2.4.	Understand examples of tensions between belief systems and governmental actions and policies. <u>Social Studies Online</u> Exploring Cuba Grade 4 - Northeast
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LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 4 - Northeast
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
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CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
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LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism). <u>Social Studies Online</u> Washington, DC - Grades K - 5
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LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. <u>Social Studies Online</u> Canada: Our Northern Neighbor
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
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CATEGORY	6.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority and governance in the region, nation, and world. <u>Social Studies Online</u> Canada: Our Northern Neighbor Washington, DC - Grades K - 5
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THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
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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.
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CATEGORY	7.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	7.2.1.	Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context. Social Studies Online Exploring Cuba
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LEARNING EXPECTATION	7.2.3.	Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices. Social Studies Online Barcelona
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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 have existed in the past and increased rapidly in current times. Social Studies Online Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	9.1.2.	Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication). Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Exploring Cuba Grade 4 - Northeast
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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 ways in which people and societies are connected globally today and were connected in the past. Social Studies Online Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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LEARNING EXPECTATION 9.2.7. Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.

[Social Studies Online](#)
Exploring Cuba

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 10.1.5. Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children).

[Social Studies Online](#)
Grade 4 - Northeast

LEARNING EXPECTATION 10.1.6. The origins and function of major institutions and practices developed to support democratic ideals and practices.

[Social Studies Online](#)
Washington, DC - Grades K - 5

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 5 - 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.3.2	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2.A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to

EXPECTATION WST.3.2.A.3. Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes).

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.A	Explain the ways that physical processes change places, as exemplified by being able to

EXPECTATION PR.4.2.A.1. Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels).

Social Studies Online

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

EXPECTATION PR.4.2.A.2. Explain the ways in which islands and coastal places may change as a result of sea level rise.

Social Studies Online

Galapagos Islands

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

EXPECTATION PR.4.2.A.3. Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes).

Social Studies Online

Canada: Coast to Coast

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

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.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION PS.7.1.A. Identify and describe the connections between ocean circulation system and climate (e.g., North Atlantic Drift and the mild climate of Western Europe, the climatic effects of El Niño or La Niña).

Social Studies Online
[Grade 4 - West Region Geography](#)

EXPECTATION PS.7.1.A. Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).

Social Studies Online
[African Safari](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - Grades 6-8](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Grade 4 - Northeast](#)
[Grade 4 - West Region Geography](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)
[The Sahara Desert](#)

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION PS.7.1.B. Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys).

Social Studies Online
[Galapagos Islands](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Landforms](#)
[National Parks - Nevada, California](#)
[National Parks - Wyoming, Utah](#)

EXPECTATION PS.7.1.B. Analyze the pattern of glacial features as a result of glacial retreat (e.g., moraines, kettle lakes, cirques).

Social Studies Online
[National Parks - Alaska & Hawaii](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

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 drives physical processes that follow an annual cycle and create patterns on Earth

BENCHMARK	PS.7.2.A	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to
EXPECTATION	PS.7.2.A. 1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer). Social Studies Online African Safari Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography National Parks - Alaska & Hawaii National Parks - Nevada, California
EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight). Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 1.	Explain the effects of variations in seasonal precipitation on rivers or vegetation (e.g., amount of snowfall, flash floods, 100-year rain event on rivers, lakes, shorelines, forests). Social Studies Online Grade 4 - Southwest Region Early Beginnings
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EXPECTATION	PS.7.3.A. 2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains). Social Studies Online Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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EXPECTATION PS.7.3.A. Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).

- Social Studies Online**
[Grade 4 - Midwest Region Today](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to

EXPECTATION PS.8.1.A. Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).

- Social Studies Online**
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - Grades 6-8](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)

EXPECTATION PS.8.1.A. Identify and describe the variable components in an ocean ecosystem that influence the interdependencies in an ecosystem (e.g., water temperature, depth, salinity, acidity, plants, fish, and marine mammals in an aquatic ecosystem).

- Social Studies Online**
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[How Coral Reefs Are Formed](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[Who Lives On a Coral Reef?](#)

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B	Construct a model to explain how an ecosystem works, as exemplified by being able to

EXPECTATION PS.8.1.B. Construct a food chain or web of food chains by sequentially arranging pictures or samples of a variety of living things (e.g., fungi, insects, plants, animals) to identify interactions within ecosystems.

- Social Studies Online**
[Galapagos Islands](#)
[Who Lives On a Coral Reef?](#)

EXPECTATION PS.8.1.B.3. Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Galapagos Islands
- Grade 4 - Southwest Region Early Beginnings

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A.1. Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range).

Social Studies Online

- Grade 4 - Southwest Region Early Beginnings
- Grade 4 - West Region Geography
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado

EXPECTATION PS.8.2.A.2. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Coast to Coast
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- The Sahara Desert

EXPECTATION PS.8.2.A.3. Explain how ocean currents influence the characteristics of ecosystems (e.g., the Peru current and the Atacama Desert, the Benguela current and Namib Desert, East Indian current in the Bay of Bengal and monsoon season in India).

Social Studies Online

- Grade 4 - West Region Geography

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A.3. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Grade 4 - Northeast

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to

EXPECTATION HS.10.2.A.1. Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island).

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION HS.11.1.A.2. Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Today

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: Economic systems are dependent on integrated transportation and communication networks
BENCHMARK	HS.11.4.A.	Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks, as exemplified by being able to

EXPECTATION HS.11.4.A.1. Analyze systems for the movement of people and goods (e.g., hub and spoke systems for air travel, US mail, United Parcel Service and FedEx use airplanes, large trucks, and small trucks for global delivery depending on the size and weight of the cargo and its origin and destination).

Social Studies Online

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION HS.12.4.A.3. Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

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: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

The Sahara Desert

EXPECTATION	ES.14.1.A.2.	Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion).
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Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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 physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3.A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A.1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
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Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

The Sahara Desert

EXPECTATION	ES.14.3.A.3.	Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry).
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Social Studies Online

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION ES.15.2.A Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures).

- Social Studies Online**
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - West Region Geography](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Wyoming, Utah](#)

EXPECTATION ES.15.2.A.2. Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard.

- Social Studies Online**
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Landforms](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B.1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

- Social Studies Online**
[Galapagos Islands](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Landforms](#)

EXPECTATION ES.15.2.B.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

- Social Studies Online**
[Galapagos Islands](#)
[Grade 4 - West Region Geography](#)
[Grade 4 - West Region Landforms](#)

EXPECTATION ES.15.2.B.3. Explain where and why tornadoes are most likely to occur in the United States.

- Social Studies Online**
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Southwest Region Early Beginnings](#)

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1.A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A .1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.2.A .2. Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources.

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

The Sahara Desert

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.A.	Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to

EXPECTATION ES.16.3.A .1. Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., soil banks and contour plowing, sustainable timber harvesting practices, aquaculture).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Grade 4 - West Region Today

National Parks - Nevada, California

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: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
BENCHMARK	WST.1.1 .B.	Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.1. B.3. Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

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.1.2	Using Geospatial Data to Construct Geographic Representations: The acquisition and organization of geospatial data to construct geographic representations
BENCHMARK	WST.1.2 .A.	Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to

EXPECTATION WST.1.2. A.1. Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency).

Social Studies Online

Canada: Our Northern Neighbor

Grade 4 - Northeast

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.1.4	Using Geographic Representations: The use of geographic representations to ask and answer geographic questions
BENCHMARK	WST.1.4 .A.	Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.4. A.1. Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.1	Developing Mental Maps: The locations, characteristics, and patterns of physical and human features are the basis for mental maps at local to global scales
BENCHMARK	WST.2.1.A.	Identify from memory and describe locations, patterns, and characteristics of physical and human features, as exemplified by being able to

EXPECTATION WST.2.1.A.2. Identify from memory the locations of major land acquisitions to the United States following the settlement of the original 13 colonies, which resulted in the current political boundaries.

Social Studies Online

Grade 4 - Midwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

EXPECTATION WST.2.1.A.3. Identify from memory and describe the major climate and vegetation regions of the United States.

Social Studies Online

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.2	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to

EXPECTATION WST.2.2.A.1. Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.

Social Studies Online

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

EXPECTATION WST.2.2.A.2. Identify from memory the locations and boundaries of all adjacent states and major cities in those states.

Social Studies Online

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context

STRAND	WST.2.3	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3 .A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3 .A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
EXPECTATION	WST.2.3 .A.2.	Identify from memory and describe the features that may have resulted in a change of route or engineering innovations in building the first US transcontinental railroad. <u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Early Beginnings
EXPECTATION	WST.2.3 .A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Exploring Cuba Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

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.3.1	Spatial Concepts: The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence
BENCHMARK	WST.3.1 .A.	Describe 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
EXPECTATION	WST.3.1 .A.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps. <u>Social Studies Online</u> Canada: Our Northern Neighbor Grade 4 - Northeast

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.3.2	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2 .A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to

EXPECTATION	WST.3.2.A.1.	Describe how changing transportation and communication technologies influence human distribution and settlement patterns using time lines, maps, and graphs (e.g., compare historic routes West, such as the Santa Fe Trail and Route 66 with current modes and routes of travel and discuss how these have influenced settlement, map the flow of emigrants to the United States by ethnic group, date, factors causing emigration, ports of entry, and settlement patterns, comparing early immigration to current immigration).
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p>

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 spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - West Region Early Beginnings</p>

EXPECTATION	WST.3.3.A.3.	Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades K - 5</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to

EXPECTATION	PR.4.1.A.1.	Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a "New Yorker," a "Southerner," a "Texan," a postal code such as 90210).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

EXPECTATION	PR.4.1.A.2.	Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

EXPECTATION	PR.4.1.A.3.	Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B	Explain the ways that human processes change places, as exemplified by being able to

EXPECTATION	PR.4.2.B.1.	Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p>

EXPECTATION	PR.4.2.B.3.	Explain the ways in which a battle can change a place (e.g., the Battle of Gettysburg during the Civil War, the invasion of Normandy during World War II, the Battle of Salamis in ancient Greece, the American War for Independence).
		<p>Social Studies Online</p> <p>Grade 4 - Northeast</p>

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: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to

EXPECTATION PR.5.1.A. Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).

Social Studies Online

- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Ancient China - Qin & Han Dynasties
- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 4 - Midwest Region Early Beginnings
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- Grade 4 - West Region Landforms

EXPECTATION PR.5.1.A. Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).

Social Studies Online

- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Ancient China - Qin & Han Dynasties
- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 4 - Midwest Region Early Beginnings
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- Grade 4 - West Region Landforms

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

EXPECTATION PR.5.2.A. Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.

Social Studies Online

- Barcelona
- 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.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's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to

EXPECTATION	PR.6.1.A. 1.	Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

EXPECTATION	PR.6.1.A. 2.	Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.2.	Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences
BENCHMARK	PR.6.2.A.	Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

EXPECTATION	PR.6.2.A. 2.	Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).
		<p>Social Studies Online</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</p>

EXPECTATION	PR.6.2.A. 3.	Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).
		<p>Social Studies Online</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Today</p>

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A.	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
		<p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>Grade 4 - West Region Geography</p> <p>How Coral Reefs Are Formed</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p>

EXPECTATION	PS.7.1.A.3.	Identify and describe the patterns of physical features that result from erosion and deposition (e.g., estuaries and deltas, canyons, alluvial plains, sand dunes).
		<p><u>Social Studies Online</u></p> <p>National Parks - Wyoming, Utah</p>

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B.	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B.1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys).
		<p><u>Social Studies Online</u></p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>National Parks - Alaska & Hawaii</p>

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 drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A.	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to

EXPECTATION	PS.7.2.A.1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer).
		<p><u>Social Studies Online</u></p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p>

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION PS.7.3.A.2. Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).

Social Studies Online

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

EXPECTATION PS.7.3.A.3. Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).

Social Studies Online

National Parks - Wyoming, Utah

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A.2. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

- Social Studies Online**
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - Grades 6-8
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Exploring Cuba
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 The Sahara Desert

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to

EXPECTATION HS.9.1.A. Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country.

- Social Studies Online**
 Canada: Our Northern Neighbor
 Grade 4 - Northeast

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: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.A	Explain the concepts of population distribution and density and how they change over time, as exemplified by being able to

EXPECTATION HS.9.2.A. Explain how both rural to urban migration and internal growth rate are changing the population size and density of large world cities.

- Social Studies Online**
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast

EXPECTATION HS.9.2.A. Analyze and explain the positive and negative consequences of the migration of large numbers of people in a country (e.g., shift in US population from the northern industrial cities to the Sunbelt cities after the decline in US manufacturing and assembly jobs beginning in the late 20th century, migration of African Americans from the rural South to northern cities).

- Social Studies Online**
 Grade 4 - Midwest Region Today

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
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STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to

EXPECTATION HS.9.2.B. Describe and analyze the current distribution of population in the United States (e.g., comparing the East and West Coasts, pattern of population east versus west of the 100th meridian).

Social Studies Online

Grade 4 - Northeast

Grade 4 - West Region Geography

EXPECTATION HS.9.2.B. Analyze and explain how the population distribution and density vary by continent.

Social Studies Online

Canada: Our Northern Neighbor

Grade 4 - Northeast

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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to

EXPECTATION HS.9.3.B. Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Northeast

EXPECTATION HS.9.3.B. Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Northeast

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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to

EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).

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Grade 4 - Northeast

EXPECTATION	HS.9.3.C.2.	Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).
<p style="text-align: center;"><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast</p>		

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: There are many different cultures, each with its own distinctive characteristics
BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to

EXPECTATION	HS.10.1.A.2.	Describe and explain how a cultural characteristic from one culture may be adopted in another culture (e.g., sushi bar at a truck stop, African drumming patterns in US music, cultural holiday customs practiced in new locations).
<p style="text-align: center;"><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties</p>		

EXPECTATION	HS.10.1.A.3.	Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions).
<p style="text-align: center;"><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Early Beginnings</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to

EXPECTATION	HS.10.2.A.3.	Identify the place names of towns in a particular region and explain how they serve as cultural markers on the landscape (e.g., US town names connected to prior European homelands, locations with names from an indigenous language, names of immigrant settlements).
<p style="text-align: center;"><u>Social Studies Online</u> Grade 4 - Northeast</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.B.	Compare different cultural landscapes, as exemplified by being able to

EXPECTATION HS.10.2.B Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.
.2.

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- Barcelona
- Grade 4 - Midwest Region Today
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- London - City of Pomp & Majesty
- Paris - City of Light - Grades K - 5
- Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION HS.10.3.A Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
.1.

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- Grade 4 - Northeast
- Grade 4 - Southeast Region of the U.S.
- Grade 4 - Southwest Region Early Beginnings

EXPECTATION HS.10.3.A.2 Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion.

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- Canada: Our Northern Neighbor

EXPECTATION HS.10.3.A.3 Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

Social Studies Online

- Ancient China - Qin & Han Dynasties
- Canada: Our Northern Neighbor
- Exploring Cuba

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.B.	Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to

EXPECTATION HS.10.3.B.2 Explain how jazz music developed in the southern United States and then spread north primarily to cities along the Mississippi River.

Social Studies Online

- Grade 4 - Midwest Region Today

EXPECTATION HS.10.3. Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).
B.3.

[Social Studies Online](#)
[London - City of Pomp & Majesty](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1. A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION HS.11.1.A. Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities.
.1.

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[Canada: Our Northern Neighbor](#)
[Grade 4 - Northeast](#)
[Grade 4 - West Region Geography](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2. A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION HS.11.2.A. Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).
.1.

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[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Our Northern Neighbor](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[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 Geography](#)
[Grade 4 - West Region Today](#)

EXPECTATION HS.11.2. Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations).
A.2.

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[Canada: Our Northern Neighbor](#)
[Grade 4 - Northeast](#)
[Grade 4 - West Region Geography](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
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STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers). <u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
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EXPECTATION	HS.12.1.A.2.	Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities). <u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
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EXPECTATION	HS.12.1.A.3.	Describe the role that the routes of transportation systems (e.g., steam railroad requiring water stations, the Pony Express, overland trails, stagecoach lines) played in the growth or decline of frontier settlements during the late 1800s and early 1900s in the United States. <u>Social Studies Online</u> Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors). <u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
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EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
		<p><u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).
		<p><u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlements: There are patterns of settlements in regions
BENCHMARK	HS.12.3.A.	Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

EXPECTATION	HS.12.3.A.1.	Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).
		<p><u>Social Studies Online</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.3.A.2.	Explain possible reasons why some locations can support more population in settlements than other locations.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography</p>

EXPECTATION	HS.12.3.A.3.	Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns).
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Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION	HS.12.4.A.1.	Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).
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Social Studies Online

Barcelona

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - West Region Geography

London - City of Pomp & Majesty

Paris - City of Light - Grades K - 5

Tokyo - City of Contrasts

EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
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Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

EXPECTATION	HS.13.1.A.3.	Identify and explain the use of defense lines and frontier outposts to control Earth's surface (e.g., China's Great Wall, Hadrian's Wall, Berlin Wall, Maginot Line, Korean Peninsula Demilitarized Zone).
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Social Studies Online

Ancient China - Qin & Han Dynasties

EXPECTATION HS.13.1.A.4. Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West).

Social Studies Online
 Barcelona
 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.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: The use of technology has changed the scale at which people can modify the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment, as exemplified by being able to

EXPECTATION ES.14.2.A.2. Describe how changes in technology have altered the methods and amount of travel and therefore the effects on the physical environment (e.g., car emissions, road building, airplane jet exhaust and noise).

Social Studies Online
 Grade 4 - Northeast

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 characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.A.	Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to

EXPECTATION ES.15.1.A.1. Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields).

Social Studies Online
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Grade 4 - Northeast

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 characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.B.	Explain how the characteristics of different physical environments place constraints on human activities, as exemplified by being able to

EXPECTATION	ES.15.1.B .3.	Explain how the development of a city can be influenced by the physical environmental characteristics of the area (e.g., requirement of bedrock to support skyscrapers, filling in water areas to add buildable space, reduction of hills to level areas, mountain valleys with limited usable land area).
<p style="text-align: center;"><u>Social Studies Online</u> <u>Grade 4 - Northeast</u> <u>Grade 4 - West Region Geography</u></p>		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION ES.15.2.A .3. Identify the locations of environmental hazards in the student's state or region, describe the characteristics of each, and explain how people adapt to living in these areas.

Social Studies Online
Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B .1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

Social Studies Online
Exploring Cuba
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Landforms
National Parks - Alaska & Hawaii

EXPECTATION ES.15.2.B.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

Social Studies Online
Grade 4 - West Region Geography
Grade 4 - West Region Landforms
National Parks - Alaska & Hawaii

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1.A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A .1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

Social Studies Online

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Our Northern Neighbor
- Grade 4 - Midwest Region Early Beginnings
- 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 Geography
- Grade 4 - West Region Today

EXPECTATION ES.16.1.A.3. Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).

Social Studies Online

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Grade 4 - Midwest Region Early Beginnings
- 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 Today

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.2.A .3. Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful.

Social Studies Online

- Canada: Our Northern Neighbor
- Grade 4 - Northeast
- Grade 4 - Southwest Region Today
- Grade 4 - West Region Today

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.B.	Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to

EXPECTATION	ES.16.3.B .3.	Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits).
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Social Studies Online

Canada: Our Northern Neighbor

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

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: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A .1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
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Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Grade 4 - West Region Early Beginnings

EXPECTATION	UG.17.1.A.3.	Describe and explain how access to the open range of the Great Plains provided the context for the expansion of the cattle industry (e.g., free grasslands for grazing, trails across open areas to railroad trailheads).
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Social Studies Online

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.17.2	Changes in Geographic Contexts: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to

EXPECTATION	UG.17.2.A .1.	Describe and compare population settlement patterns during different historical periods (e.g., discuss regional differences in colonial settlement patterns in North America, trace the westward expansion of the United States through land acquisitions and government incentives for land ownership).
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Social Studies Online

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

EXPECTATION UG.17.2.A.3. Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).

Social Studies Online

- Barcelona
- Grade 4 - Midwest Region Today
- Grade 4 - Northeast
- Grade 4 - West Region Geography
- London - City of Pomp & Majesty
- Paris - City of Light - Grades K - 5
- Tokyo - City of Contrasts

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: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to

EXPECTATION UG.17.3.A.1. Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).

Social Studies Online

- Ancient China - Qin & Han Dynasties
- Canada: Coast to Coast
- Canada: Our Northern Neighbor
- Grade 4 - Northeast

EXPECTATION UG.17.3.A.2. Analyze and explain how letters, promotional literature, advertisements, and newspapers in the 19th century shaped public perceptions of the American West and led to its settlement.

Social Studies Online

- Grade 4 - Midwest Region Early Beginnings
- Grade 4 - West Region Early Beginnings

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) provide the basis for problem solving and planning
BENCHMARK	UG.18.1.B.	Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able

EXPECTATION UG.18.1.B.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

Social Studies Online

- Barcelona

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.18.2.A.	Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to

EXPECTATION UG.18.2.A.3. Explain why the majority of emerging megacities will continue to be located in South and East Asia.

[Social Studies Online](#)

[Tokyo - City of Contrasts](#)

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 5

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 5 - Adopted: 2013

STRAND	NGSS.5-PS	PHYSICAL SCIENCE
TITLE	5-PS3	Energy
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 5-PS3-1 Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Social Studies Online

Galapagos Islands

Who Lives On a Coral Reef?

STRAND	NGSS.5-LS	LIFE SCIENCE
TITLE	5-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

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

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

STRAND	NGSS.5-ESS	EARTH AND SPACE SCIENCE
TITLE	5-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

PERFORMANCE EXPECTATION 5-ESS2-2 Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

[Social Studies Online](#)
[National Parks - Nevada, California](#)

STRAND	NGSS.5-ESS	EARTH AND SPACE SCIENCE
TITLE	5-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 5-ESS3-1 Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

[Social Studies Online](#)
[African Safari](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[Grade 4 - West Region Today](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)
[Who Lives On a Coral Reef?](#)

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 6

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 6 - 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 socially transmitted 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 - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION 1.1.4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.1.8.	That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)

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. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. Social Studies Online Canada: Our Northern Neighbor
LEARNING EXPECTATION	1.2.5.	Explain how patterns of behavior reflect cultural values and beliefs. Social Studies Online Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.
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Social Studies Online

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Ancient China - Qin & Han Dynasties
- Canada: Our Northern Neighbor
- Exploring Cuba

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.	The study of the past provides a representation of the history of communities, nations, and the world.
		<p>Social Studies Online</p> <ul style="list-style-type: none"> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

LEARNING EXPECTATION	2.1.2.	Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
		<p>Social Studies Online</p> <ul style="list-style-type: none"> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City

LEARNING EXPECTATION	2.1.3.	That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
		<p>Social Studies Online</p> <ul style="list-style-type: none"> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

LEARNING EXPECTATION	2.1.4.	That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
		<p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
		<p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
		<p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba</p>
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present.
		<p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
		<p>Social Studies Online Washington, DC - Grades 6 - 12</p>

LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. Social Studies Online Canada: Our Northern Neighbor
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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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>The Sahara Desert</p>
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems.
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.
		<p>Social Studies Online</p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Exploring Cuba</p> <p>The Sahara Desert</p>
LEARNING EXPECTATION	3.1.4.	The roles of different kinds of population centers in a region or nation.
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p>

LEARNING EXPECTATION	3.1.5.	<p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).</p> <p>Social Studies Online African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 The Sahara Desert Tokyo - City of Contrasts</p>
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LEARNING EXPECTATION	3.1.6.	<p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas).</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor</p>
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LEARNING EXPECTATION	3.1.7.	<p>Human modifications of the environment.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>
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LEARNING EXPECTATION	3.1.9.	<p>The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments.</p> <p>Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>
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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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. Social Studies Online Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.2.2.	Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties
LEARNING EXPECTATION	3.2.5.	Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
LEARNING EXPECTATION	3.2.6.	Evaluate the consequences of human actions in environmental terms. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
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	3.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data among nations. Social Studies Online Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
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.
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CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
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LEARNING EXPECTATION	5.1.2.	<p>Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba</p>
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LEARNING EXPECTATION	5.1.5.	<p>That groups and institutions change over time.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor</p>
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LEARNING EXPECTATION	5.1.6.	<p>That cultural diffusion occurs when groups migrate.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties</p>
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LEARNING EXPECTATION	5.1.9.	<p>That groups and institutions influence culture in a variety of ways.</p> <p>Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba</p>
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THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
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DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
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CATEGORY	5.2.	PROCESSES - Learners will be able to:
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LEARNING EXPECTATION	5.2.4.	<p>Understand examples of tensions between belief systems and governmental actions and policies.</p> <p>Social Studies Online Exploring Cuba</p>
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LEARNING EXPECTATION	5.2.6.	<p>Analyze the role of institutions in furthering both continuity and change.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor</p>
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
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CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism). <u>Social Studies Online</u> Washington, DC - Grades 6 - 12

LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. <u>Social Studies Online</u> Canada: Our Northern Neighbor
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority and governance in the region, nation, and world. <u>Social Studies Online</u> Canada: Our Northern Neighbor Washington, DC - Grades 6 - 12
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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	7.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	7.2.1.	Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context. <u>Social Studies Online</u> Exploring Cuba
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LEARNING EXPECTATION	7.2.3.	Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices. <u>Social Studies Online</u> Barcelona
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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 have existed in the past and increased rapidly in current times. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	9.1.2.	Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication). Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Exploring Cuba
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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 ways in which people and societies are connected globally today and were connected in the past. Social Studies Online Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Jerusalem - Then and Now (Older Grades)
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LEARNING EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. Social Studies Online Exploring Cuba
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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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices. Social Studies Online Washington, DC - Grades 6 - 12
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Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 6 - 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.3.2	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2.A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to

EXPECTATION WST.3.2.A.3. Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes).

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.A	Explain the ways that physical processes change places, as exemplified by being able to

EXPECTATION PR.4.2.A.1. Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels).

Social Studies Online

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

EXPECTATION PR.4.2.A.2. Explain the ways in which islands and coastal places may change as a result of sea level rise.

Social Studies Online

Galapagos Islands

National Parks - Alaska & Hawaii

EXPECTATION PR.4.2.A.3. Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes).

Social Studies Online

Canada: Coast to Coast

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

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.7.1.	Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent

BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to
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EXPECTATION	PS.7.1.A. 2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes). <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert
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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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B. 1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys). <u>Social Studies Online</u> Galapagos Islands National Parks - Nevada, California National Parks - Wyoming, Utah
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EXPECTATION	PS.7.1.B. 2.	Analyze the pattern of glacial features as a result of glacial retreat (e.g., moraines, kettle lakes, cirques). <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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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 drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to

EXPECTATION	PS.7.2.A. 1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer). Social Studies Online African Safari Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California
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EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight). Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8
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EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons. Social Studies Online Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8
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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.7.3.	Physical Processes: Physical processes generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains). Social Studies Online National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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EXPECTATION	PS.7.3.A. 3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). Social Studies Online National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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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.8.1.	Components of Ecosystems: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A.	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>

EXPECTATION	PS.8.1.A. 3.	Identify and describe the variable components in an ocean ecosystem that influence the interdependencies in an ecosystem (e.g., water temperature, depth, salinity, acidity, plants, fish, and marine mammals in an aquatic ecosystem).
		<p><u>Social Studies Online</u> Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?</p>

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B	Construct a model to explain how an ecosystem works, as exemplified by being able to

EXPECTATION	PS.8.1.B. 1.	Construct a food chain or web of food chains by sequentially arranging pictures or samples of a variety of living things (e.g., fungi, insects, plants, animals) to identify interactions within ecosystems.
		<p><u>Social Studies Online</u> Galapagos Islands Who Lives On a Coral Reef?</p>

EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands</p>

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A. 1.	Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range). <u>Social Studies Online</u> National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado
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EXPECTATION	PS.8.2.A. 2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert
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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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A. 3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to

EXPECTATION	HS.10.2.A.1.	Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island).
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Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A.2.	Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).
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Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
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Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to

EXPECTATION	ES.14.1.A .1.	Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).
		<p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert</p>

EXPECTATION	ES.14.1. A.2.	Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion).
		<p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>

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 physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3. A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A .1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
		<p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii The Sahara Desert</p>

EXPECTATION	ES.14.3. A.3.	Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2. A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A .1.	Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah</p>

EXPECTATION	ES.15.2.A.2.	Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard.
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.B .1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).
		<p><u>Social Studies Online</u> Galapagos Islands</p>

EXPECTATION	ES.15.2.B.2.	Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.
		<p><u>Social Studies Online</u> Galapagos Islands</p>

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1.A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION	ES.16.1.A .1.	Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).
		<p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2. A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.2.A .2.	Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3. A.	Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to
EXPECTATION	ES.16.3.A .1.	Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., soil banks and contour plowing, sustainable timber harvesting practices, aquaculture). <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Nevada, California

National Geography Standards (NGS)
Social Studies
Grade: 6 - 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: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
BENCHMARK	WST.1.1 .B.	Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to
EXPECTATION	WST.1.1. B.3.	Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country). <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert

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.1.2	Using Geospatial Data to Construct Geographic Representations: The acquisition and organization of geospatial data to construct geographic representations
BENCHMARK	WST.1.2.A.	Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to

EXPECTATION WST.1.2.A.1. Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency).

Social Studies Online

Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
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STRAND	WST.1.4	Using Geographic Representations: The use of geographic representations to ask and answer geographic questions
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BENCHMARK	WST.1.4.A.	Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to
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EXPECTATION WST.1.4.A.1. Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
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STRAND	WST.2.2	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
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BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
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EXPECTATION WST.2.2.A.1. Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.

Social Studies Online

Washington, DC - Grades 6 - 12

EXPECTATION WST.2.2.A.2. Identify from memory the locations and boundaries of all adjacent states and major cities in those states.

Social Studies Online

Washington, DC - Grades 6 - 12

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
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STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
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STRAND	WST.2.3	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

EXPECTATION	WST.2.3.A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert
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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.3.1	Spatial Concepts: The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence
BENCHMARK	WST.3.1.A.	Describe 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

EXPECTATION	WST.3.1.A.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps. <u>Social Studies Online</u> Canada: Our Northern Neighbor
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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 spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences). <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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EXPECTATION	WST.3.3.A.3.	Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to

EXPECTATION	PR.4.1.A.1.	Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a “New Yorker,” a “Southerner,” a “Texan,” a postal code such as 90210).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	PR.4.1.A.2.	Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	PR.4.1.A.3.	Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B.	Explain the ways that human processes change places, as exemplified by being able to

EXPECTATION	PR.4.2.B.1.	Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p>

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: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to

EXPECTATION PR.5.1.A. 1. Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).

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EXPECTATION PR.5.1.A. 3. Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).

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Ancient China - Qin & Han Dynasties

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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

EXPECTATION PR.5.2.A. 1. Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.

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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's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to

EXPECTATION	PR.6.1.A.1.	Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures).
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor</p>

EXPECTATION	PR.6.1.A.2.	Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place).
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.2.	Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences
BENCHMARK	PR.6.2.A.	Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

EXPECTATION	PR.6.2.A.2.	Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).
		<p><u>Social Studies Online</u> Exploring Cuba</p>

EXPECTATION	PR.6.2.A.3.	Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).
		<p><u>Social Studies Online</u> Exploring Cuba</p>

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A.	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?</p>

EXPECTATION	PS.7.1.A.3.	Identify and describe the patterns of physical features that result from erosion and deposition (e.g., estuaries and deltas, canyons, alluvial plains, sand dunes).
		<p><u>Social Studies Online</u> National Parks - Wyoming, Utah</p>

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B.	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B.1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii</p>

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A.2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii</p>

EXPECTATION	PS.7.3.A.3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).
		<p><u>Social Studies Online</u> National Parks - Wyoming, Utah</p>

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

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African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

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African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Exploring Cuba

The Sahara Desert

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to

EXPECTATION HS.9.1.A. Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country.

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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: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to

EXPECTATION HS.9.2.B. Analyze and explain how the population distribution and density vary by continent.
3.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to

EXPECTATION HS.9.3.B. Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
1.

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EXPECTATION HS.9.3.B. Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
2.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to

EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).
1.

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EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).

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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: There are many different cultures, each with its own distinctive characteristics
BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to

EXPECTATION HS.10.1.A.2. Describe and explain how a cultural characteristic from one culture may be adopted in another culture (e.g., sushi bar at a truck stop, African drumming patterns in US music, cultural holiday customs practiced in new locations).

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EXPECTATION HS.10.1.A.3. Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions).

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.B.	Compare different cultural landscapes, as exemplified by being able to

EXPECTATION HS.10.2.B.2. Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.

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Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION	HS.10.3.A.1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
		Social Studies Online Barcelona

EXPECTATION	HS.10.3.A.2.	Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion.
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EXPECTATION	HS.10.3.A.3.	Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).
		Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.B.	Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to

EXPECTATION	HS.10.3.B.3.	Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).
		Social Studies Online London - City of Pomp & Majesty

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A.1.	Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION	HS.11.2.A.1.	Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	HS.11.2.A.2.	Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations).
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.1.A.2.	Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlements: There are patterns of settlements in regions
BENCHMARK	HS.12.3.A.	Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

EXPECTATION	HS.12.3.A.1.	Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.3.A.2.	Explain possible reasons why some locations can support more population in settlements than other locations.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	HS.12.3.A.3.	Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION	HS.12.4.A.1.	Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).
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Tokyo - City of Contrasts

EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
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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.13.1.	Territorial Divisions: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

EXPECTATION	HS.13.1.A.3.	Identify and explain the use of defense lines and frontier outposts to control Earth's surface (e.g., China's Great Wall, Hadrian's Wall, Berlin Wall, Maginot Line, Korean Peninsula Demilitarized Zone).
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Social Studies Online

Ancient China - Qin & Han Dynasties

EXPECTATION	HS.13.1.A.4.	Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West).
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Social Studies Online

Barcelona

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
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STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1. A.	Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to

EXPECTATION ES.15.1.A .1. Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields).

Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2. B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B .1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

Social Studies Online

Exploring Cuba

National Parks - Alaska & Hawaii

EXPECTATION ES.15.2. B.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

Social Studies Online

National Parks - Alaska & Hawaii

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1. A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A .1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION	ES.16.1.A.3.	Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).
<p style="text-align: center;"><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8</p>		

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION	ES.16.2.A.3.	Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful.
<p style="text-align: center;"><u>Social Studies Online</u> Canada: Our Northern Neighbor</p>		

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.B.	Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to

EXPECTATION	ES.16.3.B.3.	Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits).
<p style="text-align: center;"><u>Social Studies Online</u> Canada: Our Northern Neighbor</p>		

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: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A.1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
<p style="text-align: center;"><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties</p>		

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to

EXPECTATION UG.17.2.A.3. Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).

Social Studies Online

Barcelona

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

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: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to

EXPECTATION UG.17.3.A.1. Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).

Social Studies Online

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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) provide the basis for problem solving and planning
BENCHMARK	UG.18.1.B.	Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able

EXPECTATION UG.18.1.B.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

Social Studies Online

Barcelona

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments

BENCHMARK	UG.18.2. A.	Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to
EXPECTATION	UG.18.2. A.3.	Explain why the majority of emerging megacities will continue to be located in South and East Asia. <u>Social Studies Online</u> <u>Tokyo - City of Contrasts</u>

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 6

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 6 - Adopted: 2013

STRAND	NGSS.MS-PS	PHYSICAL SCIENCE
TITLE	MS-PS1	Matter and Its Interactions
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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

PERFORMANCE EXPECTATION MS-LS1-4 Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Social Studies Online

How Coral Reefs Are Formed

PERFORMANCE EXPECTATION MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE EXPECTATION MS-LS1-8 Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Social Studies Online

Who Lives On a Coral Reef?

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

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

Social Studies Online

- African Safari
- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Coast to Coast
- Galapagos Islands
- How Coral Reefs Are Formed
- National Parks - Alaska & Hawaii
- The Sahara Desert
- Who Lives On a Coral Reef?

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

Social Studies Online

- Amazon Rainforest - Grades 2-5
- Amazon Rainforest - Grades 6-8
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Galapagos Islands
- Who Lives On a Coral Reef?

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

Social Studies Online

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

PERFORMANC MS-LS2- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
 E 5
 EXPECTATION

Social Studies Online

- African Safari
- Amazon Rainforest - People and Threats - Grades 2-5
- Amazon Rainforest - People and Threats - Grades 6-8
- Canada: Coast to Coast
- Galapagos Islands
- National Parks - Alaska & Hawaii
- National Parks - Nevada, California
- National Parks - Washington, Oregon, Idaho, Montana, Colorado
- National Parks - Wyoming, Utah
- Who Lives On a Coral Reef?

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

PERFORMANCE EXPECTATION	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
PERFORMANCE EXPECTATION	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
PERFORMANCE EXPECTATION	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
PERFORMANCE EXPECTATION	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. <u>Social Studies Online</u> Canada: Coast to Coast
PERFORMANCE EXPECTATION	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Social Studies Online</u> Galapagos Islands

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

PERFORMANCE EXPECTATION	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
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PERFORMANCE EXPECTATION	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
		<p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p>
PERFORMANCE EXPECTATION	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.
		<p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Who Lives On a Coral Reef?</p>
PERFORMANCE EXPECTATION	MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
		<p><u>Social Studies Online</u></p> <p>Canada: Coast to Coast</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>Who Lives On a Coral Reef?</p>

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 7

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 7 - 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 socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION 1.1.4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.

Social Studies Online

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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LEARNING EXPECTATION	1.1.8.	That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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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. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. Social Studies Online Canada: Our Northern Neighbor
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LEARNING EXPECTATION	1.2.5.	Explain how patterns of behavior reflect cultural values and beliefs. Social Studies Online Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)
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LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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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.	The study of the past provides a representation of the history of communities, nations, and the world.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.2.	Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.3.	That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.4.	That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.
		<p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>

LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems.
		<p>Social Studies Online</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p>
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
		<p>Social Studies Online</p> <p>Washington, DC - Grades 6 - 12</p>
LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>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	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. <u>Social Studies Online</u> Canada: Our Northern Neighbor

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	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba

LEARNING EXPECTATION	3.1.4.	The roles of different kinds of population centers in a region or nation. Social Studies Online Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious). Social Studies Online African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts
LEARNING EXPECTATION	3.1.6.	Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas). Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
LEARNING EXPECTATION	3.1.9.	The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor

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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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LEARNING EXPECTATION	3.2.2.	Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties
LEARNING EXPECTATION	3.2.5.	Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
LEARNING EXPECTATION	3.2.6.	Evaluate the consequences of human actions in environmental terms. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8

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	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data among nations. Social Studies Online Canada: Our Northern Neighbor
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LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
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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	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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LEARNING EXPECTATION	5.1.6.	That cultural diffusion occurs when groups migrate. Social Studies Online Ancient China - Qin & Han Dynasties
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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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	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.4.	Understand examples of tensions between belief systems and governmental actions and policies. Social Studies Online Exploring Cuba
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LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change. Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism). Social Studies Online Washington, DC - Grades 6 - 12
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LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. Social Studies Online Canada: Our Northern Neighbor
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION

6.2.1. Ask and find answers to questions about power, authority and governance in the region, nation, and world.
[Social Studies Online](#)
[Canada: Our Northern Neighbor](#)
[Washington, DC - Grades 6 - 12](#)

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 and distribution of goods and services in the state and nation, and in a global context.
[Social Studies Online](#)
[Exploring Cuba](#)

LEARNING EXPECTATION

7.2.3. Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.
[Social Studies Online](#)
[Barcelona](#)

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 have existed in the past and increased rapidly in current times.
[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)

LEARNING EXPECTATION

9.1.2. Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).
[Social Studies Online](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Exploring Cuba](#)

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 ways in which people and societies are connected globally today and were connected in the past.
[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)

LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Jerusalem - Then and Now (Older Grades)
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LEARNING EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. Social Studies Online Exploring Cuba
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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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices. Social Studies Online Washington, DC - Grades 6 - 12
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Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 7 - 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.3.2	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2.A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to

EXPECTATION WST.3.2.A.3. Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes).

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.A	Explain the ways that physical processes change places, as exemplified by being able to

EXPECTATION PR.4.2.A.1. Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels).

Social Studies Online

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

EXPECTATION PR.4.2.A.2. Explain the ways in which islands and coastal places may change as a result of sea level rise.

Social Studies Online

Galapagos Islands

National Parks - Alaska & Hawaii

EXPECTATION PR.4.2.A.3. Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes).

Social Studies Online

Canada: Coast to Coast

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

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent

BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to
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EXPECTATION PS.7.1.A. Identify and describe the patterns that result from the connections between climate and vegetation (e.g.,
2. examples of patterns of ecosystems and biomes).

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION PS.7.1.B. Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes,
1. rift valleys).

Social Studies Online

Galapagos Islands

National Parks - Nevada, California

National Parks - Wyoming, Utah

EXPECTATION PS.7.1.B. Analyze the pattern of glacial features as a result of glacial retreat (e.g., moraines, kettle lakes, cirques).
2.

Social Studies Online

National Parks - Alaska & Hawaii

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

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 drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to

EXPECTATION PS.7.2.A. Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun
1. relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer).

Social Studies Online

African Safari

Canada: Coast to Coast

National Parks - Alaska & Hawaii

National Parks - Nevada, California

EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
		<u>Social Studies Online</u> Amazon Rainforest - Grades 6-8

EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
		<u>Social Studies Online</u> Amazon Rainforest - Grades 6-8

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).
		<u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

EXPECTATION	PS.7.3.A. 3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).
		<u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A.	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
		<u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8

EXPECTATION	PS.8.1.A. 3.	Identify and describe the variable components in an ocean ecosystem that influence the interdependencies in an ecosystem (e.g., water temperature, depth, salinity, acidity, plants, fish, and marine mammals in an aquatic ecosystem).
		<p>Social Studies Online Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B	Construct a model to explain how an ecosystem works, as exemplified by being able to

EXPECTATION	PS.8.1.B. 1.	Construct a food chain or web of food chains by sequentially arranging pictures or samples of a variety of living things (e.g., fungi, insects, plants, animals) to identify interactions within ecosystems.
		<p>Social Studies Online Galapagos Islands</p>

EXPECTATION	PS.8.1.B. 3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
		<p>Social Studies Online African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands</p>

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A. 1.	Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range).
		<p>Social Studies Online National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>

EXPECTATION PS.8.2.A. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.
2.

Social Studies Online

[African Safari](#)

[Amazon Rainforest - Grades 6-8](#)

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

[Canada: Coast to Coast](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
3.

Social Studies Online

[African Safari](#)

[Amazon Rainforest - Grades 6-8](#)

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

[Canada: Coast to Coast](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to

EXPECTATION HS.10.2.A.1. Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island).

Social Studies Online

[Ancient China - Qin & Han Dynasties](#)

[Ancient China - Shang & Zhou Dynasties](#)

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

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities

BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to
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EXPECTATION HS.11.1.A.2. Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION HS.12.4.A.3. Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).

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Canada: Our Northern Neighbor

EXPECTATION ES.14.1.A.2. Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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 physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3.A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A .1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
		<p><u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii</p>

EXPECTATION	ES.14.3.A.3.	Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry).
		<p><u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A. .1.	Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah</p>

EXPECTATION	ES.15.2.A.2.	Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard.
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.B. .1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).
		<p><u>Social Studies Online</u> Galapagos Islands</p>

EXPECTATION ES.15.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

[Social Studies Online](#)
Galapagos Islands

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1. A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

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

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2. A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.2.A.2. Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources.

[Social Studies Online](#)
Canada: Coast to Coast
Canada: Our Northern Neighbor

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3. A.	Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to

EXPECTATION ES.16.3.A.1. Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., soil banks and contour plowing, sustainable timber harvesting practices, aquaculture).

[Social Studies Online](#)
Amazon Rainforest - People and Threats - Grades 6-8
Galapagos Islands
National Parks - Nevada, California

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: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
BENCHMARK	WST.1.1.B.	Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.1.B.3. Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

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.1.2	Using Geospatial Data to Construct Geographic Representations: The acquisition and organization of geospatial data to construct geographic representations
BENCHMARK	WST.1.2.A.	Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to

EXPECTATION WST.1.2.A.1. Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency).

Social Studies Online

Canada: Our Northern Neighbor

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.1.4	Using Geographic Representations: The use of geographic representations to ask and answer geographic questions
BENCHMARK	WST.1.4.A.	Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.4.A.1. Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).

Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context

STRAND	WST.2.2	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
EXPECTATION	WST.2.2.A.1.	Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations. <u>Social Studies Online</u> Washington, DC - Grades 6 - 12
EXPECTATION	WST.2.2.A.2.	Identify from memory the locations and boundaries of all adjacent states and major cities in those states. <u>Social Studies Online</u> Washington, DC - Grades 6 - 12

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	WST.2.3.A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement. <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

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.3.1	Spatial Concepts: The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence
BENCHMARK	WST.3.1.A.	Describe 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
EXPECTATION	WST.3.1.A.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps. <u>Social Studies Online</u> Canada: Our Northern Neighbor

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 spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

EXPECTATION WST.3.3.A.3. Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

Social Studies Online

Barcelona

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to

EXPECTATION PR.4.1.A.1. Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a "New Yorker," a "Southerner," a "Texan," a postal code such as 90210).

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Canada: Coast to Coast

Canada: Our Northern Neighbor

EXPECTATION PR.4.1.A.2. Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia).

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EXPECTATION	PR.4.1.A.3.	Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B	Explain the ways that human processes change places, as exemplified by being able to

EXPECTATION	PR.4.2.B.1.	Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.
		<p>Social Studies Online</p> <p>Canada: Our Northern Neighbor</p>

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: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to

EXPECTATION	PR.5.1.A.1.	Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	PR.5.1.A.3.	Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

EXPECTATION	PR.5.2.A. 1.	Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.
		Social Studies Online Barcelona

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's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to

EXPECTATION PR.6.1.A. 1. Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures).

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EXPECTATION PR.6.1.A. 2. Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place).

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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.6.2.	Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences
BENCHMARK	PR.6.2.A	Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

EXPECTATION PR.6.2.A. 2. Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).

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EXPECTATION PR.6.2.A. 3. Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).

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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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION PS.7.1.A. 2. Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).

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

EXPECTATION PS.7.1.A. 3. Identify and describe the patterns of physical features that result from erosion and deposition (e.g., estuaries and deltas, canyons, alluvial plains, sand dunes).

- Social Studies Online**
 National Parks - Wyoming, Utah

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION PS.7.1.B. 1. Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys).

- Social Studies Online**
 National Parks - Alaska & Hawaii

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION PS.7.3.A. 2. Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).

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 National Parks - Alaska & Hawaii

EXPECTATION PS.7.3.A. 3. Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).

- Social Studies Online**
 National Parks - Wyoming, Utah

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

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

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

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[Amazon Rainforest - Grades 6-8](#)

[Ancient China - Qin & Han Dynasties](#)

[Canada: Coast to Coast](#)

[Exploring Cuba](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to

EXPECTATION HS.9.1.A. Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country.

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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: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to

EXPECTATION HS.9.2.B. Analyze and explain how the population distribution and density vary by continent.
3.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to

EXPECTATION HS.9.3.B. Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
1.

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EXPECTATION HS.9.3.B. Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
2.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to

EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).
1.

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EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).
2.

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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: There are many different cultures, each with its own distinctive characteristics

BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to
EXPECTATION	HS.10.1.A. .2.	Describe and explain how a cultural characteristic from one culture may be adopted in another culture (e.g., sushi bar at a truck stop, African drumming patterns in US music, cultural holiday customs practiced in new locations). <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties

EXPECTATION	HS.10.1.A.3.	Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions). <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.B.	Compare different cultural landscapes, as exemplified by being able to

EXPECTATION	HS.10.2.B. .2.	Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space. <u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION	HS.10.3.A. .1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs). <u>Social Studies Online</u> Barcelona
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EXPECTATION	HS.10.3.A.2.	Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion. <u>Social Studies Online</u> Canada: Our Northern Neighbor
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EXPECTATION	HS.10.3.A.3.	Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).
<p>Social Studies Online Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.B.	Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to

EXPECTATION	HS.10.3.B.3.	Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).
<p>Social Studies Online London - City of Pomp & Majesty</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A.1.	Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities.
<p>Social Studies Online Canada: Our Northern Neighbor</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION	HS.11.2.A.1.	Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).
<p>Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor</p>		

EXPECTATION HS.11.2.A.2. Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations).

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION HS.12.1.A.1. Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).

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Paris - City of Light - Grades 6 - 12
Tokyo - City of Contrasts

EXPECTATION HS.12.1.A.2. Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities).

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Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to

EXPECTATION HS.12.2.A.1. Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).

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London - City of Pomp & Majesty
Paris - City of Light - Grades 6 - 12
Tokyo - City of Contrasts

EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlements: There are patterns of settlements in regions
BENCHMARK	HS.12.3.A.	Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

EXPECTATION	HS.12.3.A.1.	Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.3.A.2.	Explain possible reasons why some locations can support more population in settlements than other locations.
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

EXPECTATION	HS.12.3.A.3.	Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns).
		<p>Social Studies Online</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged

BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to
EXPECTATION	HS.12.4.A.1.	Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic). <u>Social Studies Online</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts

EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex). <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8
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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.13.1.	Territorial Divisions: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

EXPECTATION	HS.13.1.A.3.	Identify and explain the use of defense lines and frontier outposts to control Earth's surface (e.g., China's Great Wall, Hadrian's Wall, Berlin Wall, Maginot Line, Korean Peninsula Demilitarized Zone). <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties
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EXPECTATION	HS.13.1.A.4.	Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West). <u>Social Studies Online</u> Barcelona
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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 characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.A.	Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to

EXPECTATION	ES.15.1.A.1.	Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields). <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2. B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B .1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

Social Studies Online

Exploring Cuba

National Parks - Alaska & Hawaii

EXPECTATION ES.15.2. B.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

Social Studies Online

National Parks - Alaska & Hawaii

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1. A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A .1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

EXPECTATION ES.16.1. A.3. Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2. A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.2.A Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful.
.3.

[Social Studies Online](#)
[Canada: Our Northern Neighbor](#)

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.B.	Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to

EXPECTATION ES.16.3.B Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits).
.3.

[Social Studies Online](#)
[Canada: Our Northern Neighbor](#)

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: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION UG.17.1.A Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
.1.

[Social Studies Online](#)
[Amazon Rainforest - Grades 6-8](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Ancient China - Qin & Han Dynasties](#)

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to

EXPECTATION UG.17.2.A Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).
.3.

[Social Studies Online](#)
[Barcelona](#)
[London - City of Pomp & Majesty](#)
[Paris - City of Light - Grades 6 - 12](#)
[Tokyo - City of Contrasts](#)

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: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to

EXPECTATION UG.17.3.A.1. Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).

Social Studies Online

[Ancient China - Qin & Han Dynasties](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

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) provide the basis for problem solving and planning
BENCHMARK	UG.18.1.B.	Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able

EXPECTATION UG.18.1.B.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

Social Studies Online

[Barcelona](#)

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.18.2.A.	Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to

EXPECTATION UG.18.2.A.3. Explain why the majority of emerging megacities will continue to be located in South and East Asia.

Social Studies Online

[Tokyo - City of Contrasts](#)

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 7

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 7 - Adopted: 2013

STRAND	NGSS.MS-PS	PHYSICAL SCIENCE
TITLE	MS-PS1	Matter and Its Interactions
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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

PERFORMANCE EXPECTATION MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

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

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

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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PERFORMANCE EXPECTATION	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Social Studies Online African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND	NGSS.MS-ESS	EARTH AND SPACE SCIENCE
TITLE	MS-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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PERFORMANCE EXPECTATION	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Social Studies Online National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Social Studies Online National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Social Studies Online Canada: Coast to Coast
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PERFORMANCE EXPECTATION MS-ESS2-6 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

[Social Studies Online](#)
[Galapagos Islands](#)

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

PERFORMANCE EXPECTATION MS-ESS3-1 Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

[Social Studies Online](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Canada: Our Northern Neighbor](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)

PERFORMANCE EXPECTATION MS-ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

[Social Studies Online](#)
[African Safari](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)

PERFORMANCE EXPECTATION MS-ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

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

PERFORMANCE EXPECTATION MS-ESS3-5 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

[Social Studies Online](#)
[Canada: Coast to Coast](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

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

Secondary Criteria: Social Studies Online

Subject: Social Studies

Grade: 8

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 8 - 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 socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance.

Social Studies Online

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION 1.1.4. That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture.

Social Studies Online

Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

LEARNING EXPECTATION	1.1.8.	That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross-cultural understanding.
		<p>Social Studies Online Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)</p>

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.
		<p>Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba</p>

LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference.
		<p>Social Studies Online Canada: Our Northern Neighbor</p>

LEARNING EXPECTATION	1.2.5.	Explain how patterns of behavior reflect cultural values and beliefs.
		<p>Social Studies Online Jerusalem - Then and Now (Older Grades)</p>

LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.
		<p>Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba</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	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.1.	The study of the past provides a representation of the history of communities, nations, and the world.
		<p>Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>

LEARNING EXPECTATION	2.1.2.	<p>Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect.</p> <p>Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.3.	<p>That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past.</p> <p>Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.4.	<p>That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher.</p> <p>Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.5.	<p>Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems).</p> <p>Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City</p>
LEARNING EXPECTATION	2.1.6.	<p>The origins and influences of social, cultural, political, and economic systems.</p> <p>Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba</p>

LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols. Social Studies Online Washington, DC - Grades 6 - 12
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LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors on the history of local areas, states, nations, and the world. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor
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LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor
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LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. Social Studies Online Canada: Our Northern Neighbor
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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	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	<p>The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.</p> <p>Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba</p>
LEARNING EXPECTATION	3.1.2.	<p>Concepts such as: location, region, place, and migration, as well as human and physical systems.</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor</p>
LEARNING EXPECTATION	3.1.3.	<p>Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.</p> <p>Social Studies Online Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Exploring Cuba</p>
LEARNING EXPECTATION	3.1.4.	<p>The roles of different kinds of population centers in a region or nation.</p> <p>Social Studies Online Canada: Our Northern Neighbor</p>
LEARNING EXPECTATION	3.1.5.	<p>The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).</p> <p>Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 12 Tokyo - City of Contrasts</p>
LEARNING EXPECTATION	3.1.6.	<p>Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas).</p> <p>Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor</p>

LEARNING EXPECTATION	3.1.7.	Human modifications of the environment. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
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LEARNING EXPECTATION	3.1.9.	The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor
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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	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to regions, nations, and the world in the past and present. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor
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LEARNING EXPECTATION	3.2.2.	Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor
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LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
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LEARNING EXPECTATION	3.2.5.	Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
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LEARNING EXPECTATION	3.2.6.	Evaluate the consequences of human actions in environmental terms. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
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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	3.3.3.	Developing a table to compare population data among nations. Social Studies Online Canada: Our Northern Neighbor
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LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8
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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	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba
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LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. Social Studies Online Canada: Our Northern Neighbor
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LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways. Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba
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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	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.4.	Understand examples of tensions between belief systems and governmental actions and policies. Social Studies Online Exploring Cuba
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LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change. Social Studies Online Canada: Our Northern Neighbor
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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DEFINITION		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.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
		<u>Social Studies Online</u> Washington, DC - Grades 6 - 12

LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.
		<u>Social Studies Online</u> Canada: Our Northern Neighbor

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		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.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority and governance in the region, nation, and world.
		<u>Social Studies Online</u> Canada: Our Northern Neighbor Washington, DC - Grades 6 - 12

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 and distribution of goods and services in the state and nation, and in a global context.
		<u>Social Studies Online</u> Exploring Cuba

LEARNING EXPECTATION	7.2.3.	Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices.
		<u>Social Studies Online</u> Barcelona

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	9.1.2.	Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication). <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Exploring Cuba
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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	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba Jerusalem - Then and Now (Older Grades)
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LEARNING EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. <u>Social Studies Online</u> Exploring Cuba
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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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices. <u>Social Studies Online</u> Washington, DC - Grades 6 - 12
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Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 8 - 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.3.2	Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time
BENCHMARK	WST.3.2.A.	Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to

EXPECTATION WST.3.2.A.3. Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes).

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.A	Explain the ways that physical processes change places, as exemplified by being able to

EXPECTATION PR.4.2.A.1. Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels).

Social Studies Online

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

EXPECTATION PR.4.2.A.2. Explain the ways in which islands and coastal places may change as a result of sea level rise.

Social Studies Online

Galapagos Islands

National Parks - Alaska & Hawaii

EXPECTATION PR.4.2.A.3. Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes).

Social Studies Online

Canada: Coast to Coast

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

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent

BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to
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EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B.1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys).
		<p><u>Social Studies Online</u> Galapagos Islands National Parks - Nevada, California National Parks - Wyoming, Utah</p>

EXPECTATION	PS.7.1.B.2.	Analyze the pattern of glacial features as a result of glacial retreat (e.g., moraines, kettle lakes, cirques).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>

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 drives physical processes that follow an annual cycle and create patterns on Earth
BENCHMARK	PS.7.2.A	Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to

EXPECTATION	PS.7.2.A.1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer).
		<p><u>Social Studies Online</u> Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California</p>

EXPECTATION	PS.7.2.A. 2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8</p>

EXPECTATION	PS.7.2.A. 3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons.
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8</p>

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah</p>

EXPECTATION	PS.7.3.A. 3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park).
		<p><u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah</p>

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.A.	Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis).
		<p><u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8</p>

EXPECTATION	PS.8.1.A.3.	Identify and describe the variable components in an ocean ecosystem that influence the interdependencies in an ecosystem (e.g., water temperature, depth, salinity, acidity, plants, fish, and marine mammals in an aquatic ecosystem).
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- [Social Studies Online](#)
- [Canada: Coast to Coast](#)
- [Galapagos Islands](#)
- [National Parks - Alaska & Hawaii](#)
- [National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

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: Components of ecosystems are interdependent
BENCHMARK	PS.8.1.B	Construct a model to explain how an ecosystem works, as exemplified by being able to

EXPECTATION	PS.8.1.B.1.	Construct a food chain or web of food chains by sequentially arranging pictures or samples of a variety of living things (e.g., fungi, insects, plants, animals) to identify interactions within ecosystems.
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EXPECTATION	PS.8.1.B.3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers).
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- [Amazon Rainforest - Grades 6-8](#)
- [Amazon Rainforest - People and Threats - Grades 6-8](#)
- [Galapagos Islands](#)

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A.1.	Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range).
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- [National Parks - Nevada, California](#)
- [National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)

EXPECTATION PS.8.2.A. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.A.	Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to

EXPECTATION HS.10.2.A.1. Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island).

Social Studies Online

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

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A .2.	Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary).
<p>Social Studies Online Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION	HS.12.4.A .3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).
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Social Studies Online
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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: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to

EXPECTATION	ES.14.1.A .1.	Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems).
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EXPECTATION	ES.14.1.A A.2.	Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion).
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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 physical environment can both accommodate and be endangered by human activities
BENCHMARK	ES.14.3.A.	Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A .1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification).
		<p>Social Studies Online</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska & Hawaii</p>

EXPECTATION	ES.14.3.A.3.	Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry).
		<p>Social Studies Online</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Galapagos Islands</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.A.	Describe and explain the types and characteristics of hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A .1.	Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures).
		<p>Social Studies Online</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Wyoming, Utah</p>

EXPECTATION	ES.15.2.A.2.	Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard.
		<p>Social Studies Online</p> <p>National Parks - Alaska & Hawaii</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.B .1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).
		<p>Social Studies Online</p> <p>Galapagos Islands</p>

EXPECTATION ES.15.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

[Social Studies Online](#)
Galapagos Islands

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: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1. A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).

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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.16.2.	Location and Distribution of Resources: The formation and spatial distribution of types of resources
BENCHMARK	ES.16.2. A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.2.A.2. Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources.

[Social Studies Online](#)
Canada: Coast to Coast
Canada: Our Northern Neighbor

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3. A.	Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to

EXPECTATION ES.16.3.A.1. Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., soil banks and contour plowing, sustainable timber harvesting practices, aquaculture).

[Social Studies Online](#)
Amazon Rainforest - People and Threats - Grades 6-8
Galapagos Islands
National Parks - Nevada, California

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: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns
BENCHMARK	WST.1.1 .B.	Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.1. B.3. Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country).

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

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.1.2	Using Geospatial Data to Construct Geographic Representations: The acquisition and organization of geospatial data to construct geographic representations
BENCHMARK	WST.1.2 .A.	Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to

EXPECTATION WST.1.2. A.1. Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency).

[Social Studies Online](#)

[Canada: Our Northern Neighbor](#)

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.1.4	Using Geographic Representations: The use of geographic representations to ask and answer geographic questions
BENCHMARK	WST.1.4 .A.	Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to

EXPECTATION WST.1.4. A.1. Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region).

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context

STRAND	WST.2.2	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
EXPECTATION	WST.2.2.A.1.	Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations. <u>Social Studies Online</u> Washington, DC - Grades 6 - 12
EXPECTATION	WST.2.2.A.2.	Identify from memory the locations and boundaries of all adjacent states and major cities in those states. <u>Social Studies Online</u> Washington, DC - Grades 6 - 12

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3	Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to
EXPECTATION	WST.2.3.A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	WST.2.3.A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement. <u>Social Studies Online</u> Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

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.3.1	Spatial Concepts: The meaning and use of spatial concepts, such as accessibility, dispersion, density, and interdependence
BENCHMARK	WST.3.1.A.	Describe 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
EXPECTATION	WST.3.1.A.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps. <u>Social Studies Online</u> Canada: Our Northern Neighbor

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 spatial processes that shape human and physical systems
BENCHMARK	WST.3.3.A.	Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

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EXPECTATION WST.3.3.A.3. Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model).

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London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to

EXPECTATION PR.4.1.A.1. Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a “New Yorker,” a “Southerner,” a “Texan,” a postal code such as 90210).

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EXPECTATION PR.4.1.A.2. Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia).

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EXPECTATION PR.4.1.A.3. Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle).

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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B	Explain the ways that human processes change places, as exemplified by being able to

EXPECTATION PR.4.2.B. Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place.

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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: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to

EXPECTATION PR.5.1.A. Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region).

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EXPECTATION PR.5.1.A. Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual).

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ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to

EXPECTATION PR.5.2.A. Describe and explain how the formal regional boundaries and names of US territories and states have changed over time.

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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's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to
EXPECTATION	PR.6.1.A.1.	Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures). <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	PR.6.1.A.2.	Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place). <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.2.	Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences
BENCHMARK	PR.6.2.A	Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to
EXPECTATION	PR.6.2.A.2.	Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums). <u>Social Studies Online</u> Exploring Cuba
EXPECTATION	PR.6.2.A.3.	Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family). <u>Social Studies Online</u> Exploring Cuba

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.A	Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes). Social Studies Online Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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EXPECTATION	PS.7.1.A. 3.	Identify and describe the patterns of physical features that result from erosion and deposition (e.g., estuaries and deltas, canyons, alluvial plains, sand dunes). Social Studies Online National Parks - Wyoming, Utah
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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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B. 1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys). Social Studies Online National Parks - Alaska & Hawaii
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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.7.3.	Physical Processes: Physical processes generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A. 2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains). Social Studies Online National Parks - Alaska & Hawaii
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EXPECTATION	PS.7.3.A. 3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). Social Studies Online National Parks - Wyoming, Utah
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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.8.2.	Characteristics and Geographic Distribution of Ecosystems: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A. Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps.

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[Canada: Coast to Coast](#)

[Galapagos Islands](#)

[National Parks - Alaska & Hawaii](#)

[National Parks - Nevada, California](#)

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

[National Parks - Wyoming, Utah](#)

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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

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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.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to

EXPECTATION HS.9.1.A. Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country.

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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: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to

EXPECTATION HS.9.2.B. Analyze and explain how the population distribution and density vary by continent.
3.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to

EXPECTATION HS.9.3.B. Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration.
1.

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EXPECTATION HS.9.3.B. Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration.
2.

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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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to

EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location).
1.

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EXPECTATION HS.9.3.C. Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity).
2.

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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: There are many different cultures, each with its own distinctive characteristics
BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to

EXPECTATION	HS.10.1.A .3.	Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2. B.	Compare different cultural landscapes, as exemplified by being able to

EXPECTATION	HS.10.2.B .2.	Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space.
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3. A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION	HS.10.3.A .1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs).
<p style="text-align: center;"><u>Social Studies Online</u> Barcelona</p>		

EXPECTATION	HS.10.3. A.2.	Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion.
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EXPECTATION	HS.10.3. A.3.	Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).
<p style="text-align: center;"><u>Social Studies Online</u> Canada: Our Northern Neighbor Exploring Cuba</p>		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology

BENCHMARK	HS.10.3.B.	Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to
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EXPECTATION HS.10.3.B.3. Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization).

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION HS.11.1.A.1. Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities.

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION HS.11.2.A.1. Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital).

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EXPECTATION HS.11.2.A.2. Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations).

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers).
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EXPECTATION	HS.12.1.A.2.	Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities).
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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places.
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EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development).
		<p>Social Studies Online</p> <p>Barcelona</p> <p>London - City of Pomp & Majesty</p> <p>Paris - City of Light - Grades 6 - 12</p> <p>Tokyo - City of Contrasts</p>

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
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STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlements: There are patterns of settlements in regions
BENCHMARK	HS.12.3.A.	Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to

EXPECTATION HS.12.3.A.1. Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river).

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- Tokyo - City of Contrasts

EXPECTATION HS.12.3.A.2. Explain possible reasons why some locations can support more population in settlements than other locations.

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EXPECTATION HS.12.3.A.3. Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns).

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ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION HS.12.4.A.1. Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic).

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EXPECTATION HS.12.4.A.3. Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex).

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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.13.1.	Territorial Divisions: The types of boundaries used to define territorial division
BENCHMARK	HS.13.1.A.	Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to

EXPECTATION HS.13.1.A.4. Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West).

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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 characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.A.	Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to

EXPECTATION ES.15.1.A.1. Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields).

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ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global
BENCHMARK	ES.15.2.B.	Explain the causes and locations of various types of environmental hazards, as exemplified by being able to

EXPECTATION ES.15.2.B.1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

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EXPECTATION ES.15.2.B.2. Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards.

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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.16.1.	Types and Meanings of Resources: People can have different viewpoints regarding the meaning and use of resources
BENCHMARK	ES.16.1.A.	Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to

EXPECTATION	ES.16.1.A.1.	Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand).
		<p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor</p>

EXPECTATION	ES.16.1.A.3.	Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source).
		<p><u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8</p>

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 formation and spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION	ES.16.2.A.3.	Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful.
		<p><u>Social Studies Online</u> Canada: Our Northern Neighbor</p>

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: Humans can manage resources to sustain or prolong their use
BENCHMARK	ES.16.3.B.	Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to

EXPECTATION	ES.16.3.B.3.	Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits).
		<p><u>Social Studies Online</u> Canada: Our Northern Neighbor</p>

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: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred
BENCHMARK	UG.17.1.A.	Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to

EXPECTATION	UG.17.1.A .1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America).
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Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to

EXPECTATION	UG.17.2.A .3.	Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls).
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Social Studies Online

Barcelona

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

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: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to

EXPECTATION	UG.17.3.A .1.	Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered).
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Social Studies Online

Canada: Coast to Coast

Canada: Our Northern Neighbor

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) provide the basis for problem solving and planning
BENCHMARK	UG.18.1.B	Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able

EXPECTATION UG.18.1. Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services).

[Social Studies Online](#)
[Barcelona](#)

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.18.2. A.	Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to

EXPECTATION UG.18.2. Explain why the majority of emerging megacities will continue to be located in South and East Asia.

[Social Studies Online](#)
[Tokyo - City of Contrasts](#)

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Social Studies Online

Subject: Science

Grade: 8

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 8 - Adopted: 2013

STRAND	NGSS.MS-PS	PHYSICAL SCIENCE
TITLE	MS-PS1	Matter and Its Interactions
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION MS-PS1-3 Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 6-8

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

PERFORMANCE EXPECTATION MS-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

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

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

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Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

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Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Social Studies Online</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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PERFORMANCE EXPECTATION	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND	NGSS.MS-ESS	EARTH AND SPACE SCIENCE
TITLE	MS-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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PERFORMANCE EXPECTATION	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. <u>Social Studies Online</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. <u>Social Studies Online</u> Canada: Coast to Coast
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PERFORMANCE
E
EXPECTATION

MS-
ESS2-6

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

[Social Studies Online](#)
[Galapagos Islands](#)

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

PERFORMANCE
EXPECTATION

MS-
ESS3-1

Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Canada: Our Northern Neighbor](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)

PERFORMANCE
E
EXPECTATION

MS-
ESS3-3

Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

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[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)

PERFORMANCE
E
EXPECTATION

MS-
ESS3-4

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

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

PERFORMANCE
E
EXPECTATION

MS-
ESS3-5

Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

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[Canada: Coast to Coast](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)