

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: K - Adopted: 2014

CONTENT STANDARD	NV.K-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	K-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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

CONTENT STANDARD	NV.K-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	K-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

**Nevada Academic Content Standards**

**Social Studies**

Grade: K - Adopted: 2017/Revised 2018

CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION	SS.K.1.	With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community.  <u>Social Studies Online</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions
GRADE LEVEL EXPECTATION	SS.K.2.	With prompting and support, generate supporting questions related to compelling questions.  <u>Social Studies Online</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Developing claims and using evidence
GRADE LEVEL EXPECTATION	SS.K.4.	With prompting and support, construct responses to compelling questions using examples.  <u>Social Studies Online</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions
GRADE LEVEL EXPECTATION	SS.K.5.	With prompting and support, construct organized explanations for various audiences and purposes.  <u>Social Studies Online</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION	SS.K.7.	With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
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GRADE LEVEL EXPECTATION	SS.K.8.	With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.K.9.	Compare life in the past to life today within the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful environment with diverse people(MC)

GRADE LEVEL EXPECTATION	SS.K.12.	Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a>
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.K.13.	Describe ways in which students and families are alike and different across cultures.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a>
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
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GRADE LEVEL  
EXPECTATION

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL  
EXPECTATION

SS.K.16. Describe how people work to improve their communities.

**Social Studies Online**

Grade 1 - All About Work

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 1 - Adopted: 2014

<b>CONTENT STANDARD</b>	<b>NV.1-LS.</b>	<b>LIFE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>1-LS1.</b>	<b>From Molecules to Organisms: Structures and Processes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:

GRADE LEVEL 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

<b>CONTENT STANDARD</b>	<b>NV.1-ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>1-ESS1.</b>	<b>Earth's Place in the Universe</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		Students who demonstrate understanding can:

GRADE LEVEL 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

**Nevada Academic Content Standards**

**Social Studies**

Grade: 1 - Adopted: 2017/Revised 2018

<b>CONTENT STANDARD</b>		<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Constructing compelling questions</b>

GRADE LEVEL EXPECTATION SS.1.1. With prompting and support, generate compelling questions to explore the places people live and work.

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

<b>CONTENT STANDARD</b>		<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
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<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Creating supporting questions</b>

GRADE LEVEL EXPECTATION SS.1.2. With prompting and support, generate supporting questions related to compelling questions.

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

<b>CONTENT STANDARD</b>		<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Developing claims and using evidence</b>

GRADE LEVEL EXPECTATION SS.1.4. With prompting and support, construct responses to compelling questions using examples.

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

<b>CONTENT STANDARD</b>		<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Taking informed action</b>

GRADE LEVEL EXPECTATION SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems.

**Social Studies Online**

Grade 1 - All About Work

Grade 2 - Work and Money

GRADE LEVEL EXPECTATION SS.1.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in the community.

**Social Studies Online**

Grade 1 - All About Work

Grade 2 - Work and Money

<b>CONTENT STANDARD</b>		<b>Grade 1: The Community We Live In &amp; the Work We Do</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>

INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)
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GRADE LEVEL EXPECTATION SS.1.9. Compare life in the past to life today for different cultural groups within the community.

**Social Studies Online**

Grade 1 - The Earth Around Us

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION SS.1.12. Describe ways in which students and families are alike and different across cultures.

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 2 - Living Together

GRADE LEVEL EXPECTATION SS.1.13. Identify and compare cultural practices and traditions in the community.

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.

**Social Studies Online**

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

GRADE LEVEL EXPECTATION SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.1.17.	Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)
GRADE LEVEL EXPECTATION	SS.1.18.	Compare and contrast the different ways people work to improve the community.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)
GRADE LEVEL EXPECTATION	SS.1.19.	Use simple geographic models to describe environmental and physical characteristics of the community.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)
GRADE LEVEL EXPECTATION	SS.1.22.	Compare the goods and services produced locally with those that are produced in other communities.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money



**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 2 - Adopted: 2014

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific 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?

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	2-ESS1.	Earth's Place in the Universe
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
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<b>STRAND / INDICATOR</b>	<b>2-ESS2.</b>	<b>Earth's Systems</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Students who demonstrate understanding can:</b>

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

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

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

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

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

**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](#)

**Nevada Academic Content Standards**  
**Social Studies**  
Grade: 2 - Adopted: 2017/Revised 2018

<b>CONTENT STANDARD</b>		<b>Grade 2: Our National Identity &amp; Culture</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Constructing compelling questions</b>

GRADE LEVEL EXPECTATION SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.

**Social Studies Online**  
[Grade 1 - Let's Learn About the Government](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - A Country of Cultures](#)  
[Grade 3 - How Government Helps Our Communities](#)

<b>CONTENT STANDARD</b>		<b>Grade 2: Our National Identity &amp; Culture</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Creating supporting questions</b>

GRADE LEVEL EXPECTATION	SS.2.2.	With prompting and support, generate supporting questions related to compelling questions.  <u><b>Social Studies Online</b></u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Gathering and evaluating sources
GRADE LEVEL EXPECTATION	SS.2.3.	With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea.  <u><b>Social Studies Online</b></u> Grade 3 - The First Americans
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions
GRADE LEVEL EXPECTATION	SS.2.6.	With prompting and support, participate in a structured academic discussion using evidence and reasoning.  <u><b>Social Studies Online</b></u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action
GRADE LEVEL EXPECTATION	SS.2.7.	With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems.  <u><b>Social Studies Online</b></u> Grade 1 - All About Work Grade 2 - Work and Money
GRADE LEVEL EXPECTATION	SS.2.8.	With prompting and support, use deliberative and democratic procedures to take action.  <u><b>Social Studies Online</b></u> Grade 1 - All About Work Grade 2 - Work and Money

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION SS.2.9. Identify major political leaders who have impacted U.S. history.

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

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION SS.2.10. Explore significant events that have shaped national identity.

[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 - How The Country Was Settled](#)  
[Grade 3 - The First Americans](#)  
[Washington, DC - Grades K - 5](#)

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.2.11. Identify how individuals have made a difference in the communities in which they live.

[Social Studies Online](#)  
[Grade 1 - All About Work](#)  
[Grade 1 - Let's Learn About the Government](#)  
[Grade 1 - The Earth Around Us](#)  
[Grade 2 - Our Government At Work](#)  
[Grade 2 - Work and Money](#)  
[Grade 3 - How Government Helps Our Communities](#)

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.2.12.	Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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GRADE LEVEL EXPECTATION	SS.2.13.	Explain how people from different groups work through conflict when solving problems throughout U.S. history.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.2.14.	Identify and compare cultural practices and traditions in the U.S.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.2.15.	Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Washington, DC - Grades K - 5
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.2.16.	Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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GRADE LEVEL EXPECTATION	SS.2.17.	Describe the role and responsibilities of the U.S. president.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION	SS.2.18.	Determine the civic dispositions and democratic principles that have influenced the U.S.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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GRADE LEVEL EXPECTATION	SS.2.19.	Describe the rights and responsibilities of citizenship.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.2.21.	Identify major national landmarks associated with historical events.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Washington, DC - Grades K - 5</a>
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.2.22.	Examine how environmental characteristics shape the development of the nation.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a>
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL  
EXPECTATION

SS.2.23. Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social.

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

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 3 - Adopted: 2014

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:



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

GRADE LEVEL EXPECTATION	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

GRADE LEVEL EXPECTATION	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Who Lives On a Coral Reef?</a>

CONTENT STANDARD	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

GRADE LEVEL EXPECTATION 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

**Social Studies Online**  
 Amazon Rainforest - Grades 2-5  
 Grade 2 - Land and Water Around Us  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Northeast  
 Grade 4 - Southwest Region Early Beginnings  
 Grade 4 - West Region Geography  
 The Sahara Desert

CONTENT STANDARD	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

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

**Nevada Academic Content Standards**  
**Social Studies**  
 Grade: 3 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.3.1. Generate compelling questions to explore movement around the world.

**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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions

GRADE LEVEL EXPECTATION SS.3.2. Generate and answer supporting questions that help address compelling questions.

**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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Developing claims and using evidence

GRADE LEVEL EXPECTATION SS.3.6. Construct responses to compelling questions using reasoning, examples, and relevant details.

**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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions

GRADE LEVEL EXPECTATION SS.3.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.

**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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.3.9. List and discuss group or individual action to help address local, regional, or global problems.

**Social Studies Online**  
 Grade 2 - Our Government At Work  
 Grade 2 - Work and Money

GRADE LEVEL EXPECTATION SS.3.10. Use deliberative and democratic procedures to take action about an issue.

**Social Studies Online**  
 Grade 2 - Our Government At Work  
 Grade 2 - Work and Money

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)
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GRADE LEVEL EXPECTATION SS.3.11. Investigate government responses to migration and immigration.

**Social Studies Online**  
[Grade 2 - Our Government At Work](#)  
[Grade 3 - A Country of Cultures](#)  
[Grade 3 - How The Country Was Settled](#)  
[Grade 4 - Midwest Region Today](#)  
[Grade 4 - Northeast](#)

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.3.12. Compare and contrast conflicting historical perspectives about migration and immigration.

**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](#)

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION SS.3.14. Explore the impact of migration and immigration on global conflicts.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION SS.3.16. Analyze how migrants and immigrants interact with people in their new community.

**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](#)

<b>CONTENT STANDARD</b>		<b>Grade 3: Movement Around Our World</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)</b>

GRADE LEVEL EXPECTATION SS.3.17. Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people throughout the world.

**Social Studies Online**

Grade 3 - A Country of Cultures

<b>CONTENT STANDARD</b>		<b>Grade 3: Movement Around Our World</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Civic dispositions and democratic principles (C)</b>

GRADE LEVEL EXPECTATION SS.3.18. Identify how democratic principles motivate individuals to migrate.

**Social Studies Online**

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

<b>CONTENT STANDARD</b>		<b>Grade 3: Movement Around Our World</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Processes, rules, and laws (C)</b>

GRADE LEVEL EXPECTATION SS.3.19. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.

**Social Studies Online**

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

<b>CONTENT STANDARD</b>		<b>Grade 3: Movement Around Our World</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Human environmental interaction (G)</b>

GRADE LEVEL EXPECTATION	SS.3.21.	Examine how environmental and cultural characteristics influence people's choices to live in different areas around the world.
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**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION	SS.3.22.	Explain how human settlements and movements relate to a location's physical geography and natural resources.
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**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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global Interconnections (G)

GRADE LEVEL EXPECTATION	SS.3.23.	Describe how various cultures have interacted with and influenced each other.
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**Social Studies Online**

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.3.24.	Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer 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 Today
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CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION	SS.3.25.	Explain why people in one country trade goods and services with people in other countries.
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**Social Studies Online**  
Exploring Cuba  
Grade 2 - Work and Money  
Grade 3 - Businesses At Work

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Financial decision-making (FL)

GRADE LEVEL EXPECTATION	SS.3.26.	Distinguish between needs and wants.
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**Social Studies Online**  
Grade 2 - Work and Money  
Grade 3 - I Am a Consumer

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Savings and spending (FL)

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GRADE LEVEL EXPECTATION	SS.3.27.	Describe the difference between saving and spending.
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**Social Studies Online**

Grade 2 - Work and Money

Grade 3 - I Am a Consumer



**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 4 - Adopted: 2014

CONTENT STANDARD	NV.4-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	4-PS4.	Waves and their Applications in Technologies for Information Transfer
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

CONTENT STANDARD	NV.4-LS.	LIFE SCIENCE
STRAND / INDICATOR	4-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

GRADE LEVEL 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?

CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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.
<u><b>Social Studies Online</b></u> 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		

CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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.
<u><b>Social Studies Online</b></u> 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		

GRADE LEVEL EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
<u><b>Social Studies Online</b></u> Grade 3 - Geography of Our Communities		

**Nevada Academic Content Standards**  
**Social Studies**  
Grade: 4 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 4: Nevada: Past & Present
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.4.23.	Create maps that include human and physical features and that demonstrate spatial patterns in Nevada.
<u><b>Social Studies Online</b></u> Grade 4 - West Region Geography		

CONTENT STANDARD		Grade 4: Nevada: Past & Present
STRAND / INDICATOR		Content Themes

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Human environment interaction (G)</b>
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GRADE LEVEL  
EXPECTATION

SS.4.24. Examine how and why Nevada's landscape has been impacted by humans.

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

GRADE LEVEL  
EXPECTATION

SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.

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

<b>CONTENT STANDARD</b>		<b>Grade 4: Nevada: Past &amp; Present</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Savings and spending (FL)</b>

GRADE LEVEL  
EXPECTATION

SS.4.30. Explain the benefits of saving and methods of saving, including but not limited to: financial institutions and saving at home.

**Social Studies Online**  
Grade 3 - I Am a Consumer

**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 5 - Adopted: 2014

CONTENT STANDARD	NV.5-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	5-PS3.	Energy
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.5-LS.	LIFE SCIENCE
STRAND / INDICATOR	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.5-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	5-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	5-ESS2-1.	<p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><b><u>Social Studies Online</u></b></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>
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GRADE LEVEL EXPECTATION	5-ESS2-2.	<p>Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.</p> <p><b><u>Social Studies Online</u></b></p> <p>National Parks - Nevada, California</p>
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CONTENT STANDARD	NV.5-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	5-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	5-ESS3-1.	<p>Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.</p> <p><b><u>Social Studies Online</u></b></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>Grade 4 - West Region Today</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Who Lives On a Coral Reef?</p>
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**Nevada Academic Content Standards**

**Social Studies**

Grade: 5 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.5.12.	Investigate what it meant to be an American for different groups of people in early American history.  <u><b>Social Studies Online</b></u> Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION	SS.5.13.	Explore the development of colonial America and compare differences among the colonies.  <u><b>Social Studies Online</b></u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	SS.5.14.	Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history.  <u><b>Social Studies Online</b></u> Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.5.15.	Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government.  <u><b>Social Studies Online</b></u> Ancient Greece
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CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION	SS.5.16.	Evaluate the causes and effects of the American Revolution.  <u><b>Social Studies Online</b></u> Grade 4 - Northeast
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CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.5.17.	Analyze how and why racial, ethnic, and other groups were oppressed in early American history.  <u><a href="#">Social Studies Online</a></u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.5.18.	Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history.  <u><a href="#">Social Studies Online</a></u> Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.5.20.	Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time.  <u><a href="#">Social Studies Online</a></u> Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION	SS.5.22.	Analyze core civic dispositions and democratic principles and their influence on early American history.  <u><a href="#">Social Studies Online</a></u> Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.5.26.	<p>Explain the structures of constitutional government and the role of checks and balances.</p> <p><u><a href="#">Social Studies Online</a></u>  Washington, DC - Grades K - 5</p>
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)
GRADE LEVEL EXPECTATION	SS.5.31.	<p>Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history.</p> <p><u><a href="#">Social Studies Online</a></u>  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.</p>
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
GRADE LEVEL EXPECTATION	SS.5.32.	<p>Compare and contrast the similarities and differences of the economies of the colonial regions.</p> <p><u><a href="#">Social Studies Online</a></u>  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.</p>
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)
GRADE LEVEL EXPECTATION	SS.5.33.	<p>Investigate the development of the early U.S. economy.</p> <p><u><a href="#">Social Studies Online</a></u>  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.</p>
GRADE LEVEL EXPECTATION	SS.5.34.	<p>Evaluate the role of slavery in the early U.S. economy.</p> <p><u><a href="#">Social Studies Online</a></u>  Grade 4 - Southeast Region of the U.S.</p>



**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 6 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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

GRADE LEVEL 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?

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-LS2-2.	<p>Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  The Sahara Desert  Who Lives On a Coral Reef?</p>
GRADE LEVEL EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b><u>Social Studies Online</u></b>  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?</p>
GRADE LEVEL EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b><u>Social Studies Online</u></b>  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 &amp; Hawaii  National Parks - Washington, Oregon, Idaho, Montana, Colorado  The Sahara Desert  Who Lives On a Coral Reef?</p>
GRADE LEVEL EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Who Lives On a Coral Reef?</p>
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Students who demonstrate understanding can:</b>
GRADE LEVEL EXPECTATION	MS- ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Galapagos Islands</a></p>
GRADE LEVEL EXPECTATION	MS- ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
GRADE LEVEL EXPECTATION	MS- ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Wyoming, Utah</a></p>
GRADE LEVEL EXPECTATION	MS- ESS2-5.	<p>Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a></p>
GRADE LEVEL EXPECTATION	MS- ESS2-6.	<p>Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Galapagos Islands</a></p>
<b>CONTENT STANDARD</b>	<b>NV.MS- ESS.</b>	<b>EARTH AND SPACE SCIENCE</b>
<b>STRAND / INDICATOR</b>	<b>MS- ESS3.</b>	<b>Earth and Human Activity</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Students who demonstrate understanding can:</b>
GRADE LEVEL EXPECTATION	MS- ESS3-1.	<p>Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">The Sahara Desert</a></p>

GRADE LEVEL EXPECTATION	MS- ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
GRADE LEVEL EXPECTATION	MS- ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
GRADE LEVEL EXPECTATION	MS- ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">Who Lives On a Coral Reef?</a></p>

**Nevada Academic Content Standards**

**Social Studies**

Grade: 6 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.1.	<p>Construct compelling questions based upon disciplinary concepts.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a></p>
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GRADE LEVEL EXPECTATION	SS.6-8.EWC.2.	Evaluate various interpretations to answer compelling questions within and across disciplines.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION	SS.6-8.EWC.11.	Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.
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**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Canada: Our Northern Neighbor  
Exploring Cuba

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.12.	Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.
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**Social Studies Online**  
Ancient China - Qin & Han Dynasties  
Ancient China - Shang & Zhou Dynasties  
Ancient Egypt - Land of the Pharaohs  
Ancient Greece  
Ancient Mayan Civilization

GRADE LEVEL EXPECTATION	SS.6-8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Identity (H)</b>
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GRADE LEVEL SS.6- Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.  
EXPECTATION 8.EWC.14.

**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

Jerusalem - Then and Now (Older Grades)

GRADE LEVEL SS.6- Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.  
EXPECTATION 8.EWC.15

**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

Rome - The Eternal City

<b>CONTENT STANDARD</b>		<b>Early World Civilizations (prior to 1500)</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>People and ideas (H)</b>

GRADE LEVEL SS.6- Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.  
EXPECTATION 8.EWC.16.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

Rome - The Eternal City

GRADE LEVEL SS.6- Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.  
EXPECTATION 8.EWC.17

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

Ancient Mayan Civilization

<b>CONTENT STANDARD</b>		<b>Early World Civilizations (prior to 1500)</b>
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy within the ancient world.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION SS.6-8.EWC.19. Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.

**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

GRADE LEVEL EXPECTATION SS.6-8.EWC.21. Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)
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GRADE LEVEL SS.6- Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world  
EXPECTATION 8.EWC.22. of racially and ethnically diverse people.

**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

Jerusalem - Then and Now (Older Grades)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL SS.6- Describe the different political, civil, religious, and economic organization of early civilizations.  
EXPECTATION 8.EWC.23.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL SS.6- Compare and contrast government structures, processes, and laws within and across early civilizations.  
EXPECTATION 8.EWC.25.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)



GRADE LEVEL EXPECTATION	SS.6-8.EWC.27.	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
<b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.28.	Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
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**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient China - Shang & Zhou Dynasties  
 Ancient Greece  
 Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
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**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient China - Shang & Zhou Dynasties  
 Ancient Egypt - Land of the Pharaohs  
 Ancient Egypt - Land of the Pyramids  
 Ancient Greece  
 Ancient Mayan Civilization  
 Ancient Rome

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Greece</a>
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.31.	Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Greece</a>
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.32.	Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION	SS.6- 8.WGGS.1 .	Construct compelling questions based upon disciplinary concepts.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2.	Evaluate various interpretations to answer compelling questions within and across disciplines. <b><u>Social Studies Online</u></b> 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
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and Politics (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2.	Compare rise and fall of governmental systems and political developments across the world. <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.4.	Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society. <b><u>Social Studies Online</u></b> 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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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1 6.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 2.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 4.	Describe the roles of political, civil, and economic organizations in shaping people's lives.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 7.	Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

**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

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.9. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

GRADE LEVEL EXPECTATION SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

**Social Studies Online**

Amazon Rainforest - 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

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
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GRADE LEVEL SS.6- Explain and evaluate how economic policies impact individuals, businesses, government structures, and  
EXPECTATION 8.WGGS.3 international organizations.

3.

[Social Studies Online](#)

Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL SS.6- Assess the economies of various nations based on trade, resources, labor, monetary system, and other  
EXPECTATION 8.WGGS.3 factors.

4.

[Social Studies Online](#)

Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL SS.6- Investigate the impact of global trade policies on nations and their citizens.  
EXPECTATION 8.WGGS.3

5.

[Social Studies Online](#)

Exploring Cuba

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL SS.6- Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic  
EXPECTATION 8.EUSH.1 changes throughout the course of U.S. history.

7.

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 7 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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



GRADE LEVEL EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands</p>
GRADE LEVEL EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>
GRADE LEVEL EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  African Safari  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands</p>
GRADE LEVEL EXPECTATION	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
GRADE LEVEL EXPECTATION	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Wyoming, Utah</p>

GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a>
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GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>
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CONTENT STANDARD	NV.MS- ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS- ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a>
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GRADE LEVEL EXPECTATION	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
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GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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GRADE LEVEL EXPECTATION	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.

**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

GRADE LEVEL EXPECTATION SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

**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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

**Social Studies Online**

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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.12.	Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a>

GRADE LEVEL EXPECTATION	SS.6-8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Greece</a>

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.14.	Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>

GRADE LEVEL EXPECTATION	SS.6-8.EWC.15	Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Rome - The Eternal City</a>

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.16.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
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GRADE LEVEL EXPECTATION	SS.6- 8.EWC.17 .	Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.18.	Analyze the use of conflict and/or diplomacy within the ancient world.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.19.	Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.20.	Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
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GRADE LEVEL EXPECTATION	SS.6- 8.EWC.21	Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Mayan Civilization
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.22.	Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.23.	Describe the different political, civil, religious, and economic organization of early civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.

**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient Egypt - Land of the Pharaohs  
 Ancient Greece  
 Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.

**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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.

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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.31.	Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.32.	Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties
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CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 Construct compelling questions based upon disciplinary concepts.

**Social Studies Online**  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 Evaluate various interpretations to answer compelling questions within and across disciplines.

**Social Studies Online**  
 Amazon Rainforest - People and Threats - Grades 6-8  
 Ancient China - Qin & Han Dynasties  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and Politics (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 Compare rise and fall of governmental systems and political developments across the world.

**Social Studies Online**  
 Ancient China - Qin & Han Dynasties  
 Ancient Egypt - Land of the Pharaohs  
 Ancient Greece  
 Ancient Mayan Civilization  
 Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.4 Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.

**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)

CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1.6. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

Rome - The Eternal City

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.2. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.

**Social Studies Online**

Washington, DC - Grades 6 - 12

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.4. Describe the roles of political, civil, and economic organizations in shaping people's lives.

**Social Studies Online**

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.7. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.

**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

**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

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.9. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

GRADE LEVEL EXPECTATION SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
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GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.

[Social Studies Online](#)  
Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.

[Social Studies Online](#)  
Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Investigate the impact of global trade policies on nations and their citizens.

[Social Studies Online](#)  
Exploring Cuba

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.EUSH.1 Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

[Social Studies Online](#)  
Washington, DC - Grades 6 - 12

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.  <a href="#">Social Studies Online</a> Washington, DC - Grades 6 - 12
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**Main Criteria:** Nevada Academic Content Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**Nevada Academic Content Standards**

**Science**

Grade: 8 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION      MS-LS2-2.      Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

GRADE LEVEL EXPECTATION	MS-LS2-3.	<p>Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands</p>
GRADE LEVEL EXPECTATION	MS-LS2-4.	<p>Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Washington, Oregon, Idaho, Montana, Colorado</p>
GRADE LEVEL EXPECTATION	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and ecosystem services.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL EXPECTATION	MS-ESS2-1.	<p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 6-8  Galapagos Islands</p>
GRADE LEVEL EXPECTATION	MS-ESS2-2.	<p>Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
GRADE LEVEL EXPECTATION	MS-ESS2-3.	<p>Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.</p> <p><b><u>Social Studies Online</u></b>  National Parks - Alaska &amp; Hawaii  National Parks - Wyoming, Utah</p>

GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a>
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GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>
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CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a>
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GRADE LEVEL EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
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GRADE LEVEL 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.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>
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GRADE LEVEL EXPECTATION	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>
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<b>CONTENT STANDARD</b>		<b>Early World Civilizations (prior to 1500)</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Constructing compelling questions</b>

GRADE LEVEL EXPECTATION SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.

**Social Studies Online**

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

GRADE LEVEL EXPECTATION SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

**Social Studies Online**

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

<b>CONTENT STANDARD</b>		<b>Early World Civilizations (prior to 1500)</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Taking informed action</b>

GRADE LEVEL EXPECTATION SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

**Social Studies Online**

Canada: Our Northern Neighbor

Exploring Cuba

<b>CONTENT STANDARD</b>		<b>Early World Civilizations (prior to 1500)</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Power and politics (H)</b>

GRADE LEVEL EXPECTATION SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.

**Social Studies Online**

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

GRADE LEVEL EXPECTATION	SS.6-8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
		<a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a>

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.14.	Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
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[Social Studies Online](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Egypt - Land of the Pyramids](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)  
[Jerusalem - Then and Now \(Older Grades\)](#)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.15	Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.
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[Social Studies Online](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Egypt - Land of the Pyramids](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)  
[Rome - The Eternal City](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.16.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
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[Social Studies Online](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)  
[Jerusalem - Then and Now \(Older Grades\)](#)  
[Rome - The Eternal City](#)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.17	Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
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[Social Studies Online](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL SS.6- Analyze the use of conflict and/or diplomacy within the ancient world.  
 EXPECTATION 8.EWC.18.

[Social Studies Online](#)  
[Ancient Greece](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL SS.6- Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early  
 EXPECTATION 8.EWC.19. civilizations as well as the responses of those groups to the oppression.

[Social Studies Online](#)  
[Ancient Greece](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL SS.6- Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.  
 EXPECTATION 8.EWC.20.

[Social Studies Online](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Egypt - Land of the Pyramids](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)

GRADE LEVEL SS.6- Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world  
 EXPECTATION 8.EWC.21. history.

[Social Studies Online](#)  
[Ancient Mayan Civilization](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.22.	Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.
<u><b>Social Studies Online</b></u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.23.	Describe the different political, civil, religious, and economic organization of early civilizations.
<u><b>Social Studies Online</b></u> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.25.	Compare and contrast government structures, processes, and laws within and across early civilizations.
<u><b>Social Studies Online</b></u> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.27.	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
<a href="#">Social Studies Online</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a>		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.28.	Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
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[Social Studies Online](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
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[Social Studies Online](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Egypt - Land of the Pyramids](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Ancient Rome](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations.
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[Social Studies Online](#)  
[Ancient Greece](#)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
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<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>National economy (E)</b>

GRADE LEVEL EXPECTATION SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.

**Social Studies Online**  
Ancient Greece

<b>CONTENT STANDARD</b>		<b>World Geography &amp; Global Studies</b>
<b>STRAND / INDICATOR</b>		<b>Disciplinary Skills</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Constructing compelling questions</b>

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 Construct compelling questions based upon disciplinary concepts.

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

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

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

<b>CONTENT STANDARD</b>		<b>World Geography &amp; Global Studies</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Power and Politics (H)</b>

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1.2. Compare rise and fall of governmental systems and political developments across the world.

**Social Studies Online**  
Ancient Egypt - Land of the Pharaohs  
Ancient Greece  
Ancient Mayan Civilization  
Canada: Our Northern Neighbor

<b>CONTENT STANDARD</b>		<b>World Geography &amp; Global Studies</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Identity (H)</b>

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1 4.	Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.  <b><u>Social Studies Online</u></b> 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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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1 6.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.  <b><u>Social Studies Online</u></b> Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 2.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 4.	Describe the roles of political, civil, and economic organizations in shaping people's lives.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 7. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.

**Social Studies Online**

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

**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

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 0. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 12

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
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<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Exchange and markets (E)</b>

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.3 Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.

[Social Studies Online](#)  
Exploring Cuba

<b>CONTENT STANDARD</b>		<b>World Geography &amp; Global Studies</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>National economy (E)</b>

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.4 Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.

[Social Studies Online](#)  
Exploring Cuba

<b>CONTENT STANDARD</b>		<b>World Geography &amp; Global Studies</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Global economy (E)</b>

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.5 Investigate the impact of global trade policies on nations and their citizens.

[Social Studies Online](#)  
Exploring Cuba

<b>CONTENT STANDARD</b>		<b>Early U.S. History &amp; Civic Ideals</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>People and ideas (H)</b>

GRADE LEVEL EXPECTATION SS.6-8.EUSH.1.7 Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

[Social Studies Online](#)  
Washington, DC - Grades 6 - 12

<b>CONTENT STANDARD</b>		<b>Early U.S. History &amp; Civic Ideals</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>

<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)</b>
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>		<b>Early U.S. History &amp; Civic Ideals</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Civic and political institutions (C)</b>
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>		<b>Early U.S. History &amp; Civic Ideals</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Civic dispositions and democratic principles (C)</b>
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12
<b>CONTENT STANDARD</b>		<b>Early U.S. History &amp; Civic Ideals</b>
<b>STRAND / INDICATOR</b>		<b>Content Themes</b>
<b>INDICATOR / GRADE LEVEL EXPECTATION</b>		<b>Processes, rules, and laws (C)</b>
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history.  <b><u>Social Studies Online</u></b> Washington, DC - Grades 6 - 12