

**Main Criteria:** New Hampshire College and Career Ready Standards

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 5 - Adopted: 2016

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

EXPECTATION 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

**Social Studies Online**

Galapagos Islands

Who Lives On a Coral Reef?

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

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

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

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

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>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">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>
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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>  <a href="#">National Parks - Nevada, California</a></p>
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STRAND / STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	5-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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>  <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="#">Grade 4 - West Region Today</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: 5 - Adopted: 2006

STRAND / STANDARD		Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	SS:CV:1:	The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.

GRADE LEVEL EXPECTATION	SS:CV:6:1.1:	<p>Apply the ideals and principles of the American system of government to historic and contemporary examples, e.g., individual rights and responsibilities, minority rights, or equality of opportunity and equal protection under the law.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Washington, DC - Grades K - 5</a></p>
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GRADE LEVEL EXPECTATION	SS:CV:6.1.2:	Identify the core ideals and principles of American government by citing documents, e.g., the Declaration of Independence, the United States Constitution, or the Bill of Rights.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:CV:6.1.4:	Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / STANDARD		<b>Civics and Governments:</b> The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	SS:CV:3:	<b>The World and the United States' Place In It:</b> Students will demonstrate an understanding of the relationship of the United States to other countries, and the role of the United States in world affairs.
GRADE LEVEL EXPECTATION	SS:CV:6.3.1:	Identify other countries in the world and their different forms of government, e.g., monarchy, oligarchy, or democracy.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
GRADE LEVEL EXPECTATION	SS:CV:6.3.3:	Discuss the reasons for conflicts between and among countries and peoples, e.g., natural resources or religion.  <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>
STRAND / STANDARD		<b>Economics:</b> Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.
STANDARD / GLE	SS:EC:2:	<b>Basic Economic Concepts:</b> Students will learn about the pillars of a free market economy and the market mechanism.
GRADE LEVEL EXPECTATION	SS:EC:6.2.2:	Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Today</a>
STRAND / STANDARD		<b>Geography:</b> The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.

STANDARD / GLE	SS:GE:1 :	The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.
GRADE LEVEL EXPECTATION	SS:GE:6: 1.2:	<p>Apply the spatial concepts of location, distance, direction, scale, movement, and region, e.g., the relative and absolute location of the student's community, or the diffusion of the English language to the United States.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>London - City of Pomp &amp; Majesty</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Who Lives On a Coral Reef?</p>
GRADE LEVEL EXPECTATION	SS:GE:6: 1.3:	<p>Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>The Sahara Desert</p>
STRAND / STANDARD		<p><b>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</b></p>
STANDARD / GLE	SS:GE:2 :	Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.

GRADE LEVEL EXPECTATION	SS:GE:6: 2.1:	Describe the ways in which regions change, e.g., the degradation of the Aral Sea or the westward expansion of the United States.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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GRADE LEVEL EXPECTATION	SS:GE:6: 2.2:	Describe how places and regions preserve culture, e.g., songs or traditions.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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STRAND / STANDARD		Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	SS:GE:3 :	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.

GRADE LEVEL EXPECTATION	SS:GE:6: 3.1:	Describe how physical processes shape patterns in the physical environment, e.g., El Nino or erosion.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Wyoming, Utah</a>
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GRADE LEVEL EXPECTATION	SS:GE:6: 3.4:	Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - Grades 6-8</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>
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STRAND / STANDARD		Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	SS:GE:4 :	Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.

GRADE LEVEL EXPECTATION	SS:GE:6: 4.1:	<p>Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.</p> <p><b><u>Social Studies Online</u></b>  Canada: Our Northern Neighbor  Grade 4 - Northeast</p>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.2:	<p>Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 6-8  Grade 4 - Northeast</p>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.4:	<p>Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.</p> <p><b><u>Social Studies Online</u></b>  Ancient China - Qin &amp; Han Dynasties  Canada: Coast to Coast  Canada: Our Northern Neighbor  Grade 4 - Northeast</p>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.5:	<p>Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.</p> <p><b><u>Social Studies Online</u></b>  Barcelona  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Today  Grade 4 - West Region Geography  Grade 4 - West Region Today  London - City of Pomp &amp; Majesty  Paris - City of Light - Grades K - 5  Tokyo - City of Contrasts  Washington, DC - Grades K - 5</p>
STRAND / STANDARD		<p><b>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</b></p>
STANDARD / GLE	SS:GE:5: :	<p><b>Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</b></p>
GRADE LEVEL EXPECTATION	SS:GE:6: 5.1:	<p>Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.</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  Grade 4 - West Region Geography</p>
GRADE LEVEL EXPECTATION	SS:GE:6: 5.3:	<p>Appreciate how characteristics of different physical environments provide opportunities human activities or place constraints on human activities, e.g., winter sports tourism or annual flood patterns.</p> <p><b><u>Social Studies Online</u></b>  Grade 4 - Northeast  Grade 4 - West Region Geography</p>

STRAND / STANDARD		New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.
STANDARD / GLE	SS:HI:1:	<b>Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</b>

GRADE LEVEL EXPECTATION SS:HI:6:1.1: Explain how and why people have developed forms of self-government, e.g., the Mayflower Compact or the Iroquois League.

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

STRAND / STANDARD		New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.
STANDARD / GLE	SS:HI:4:	<b>Economic Systems &amp; Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>

GRADE LEVEL EXPECTATION SS:HI:6:4.3: Demonstrate an understanding of how westward movement led to personal opportunities and a more diverse economy as seen in events, e.g., the Louisiana Purchase or the Homestead Act (1862).

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

STRAND / STANDARD		New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.
STANDARD / GLE	SS:HI:5:	<b>Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</b>

GRADE LEVEL EXPECTATION SS:HI:6:5.1: Explain the impact ethnic and religious groups have had on the development of the United States, e.g., the Irish or the Mormons.

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

GRADE LEVEL EXPECTATION SS:HI:6:5.2: Describe the impact of major national and state events on everyday life, e.g., the Industrial Revolution or the World War II home front.

[Social Studies Online](#)  
Grade 4 - Northeast  
Grade 4 - Southeast Region of the U.S.

GRADE LEVEL EXPECTATION	SS:HI:6:5.4:	Describe similarities and differences in the immigrant experience for various ethnic groups, e.g., the English or Chinese.
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[Social Studies Online](#)  
[Grade 4 - West Region Early Beginnings](#)

STRAND / STANDARD		World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.
STANDARD / GLE	SS:WH:1:	Political Foundations and Developments: Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

GRADE LEVEL EXPECTATION	SS:WH:6:1.1:	Describe different types of political systems created by people, e.g., the tribe, the empire or the nation-state.
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[Social Studies Online](#)  
[Ancient China - Qin & Han Dynasties](#)  
[Ancient Egypt - Land of the Pharaohs](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)

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STANDARD / GLE	SS:WH:2:	Contacts, Exchanges & International Relations: Students will demonstrate their understanding of the interactions of peoples and governments over time.

GRADE LEVEL EXPECTATION	SS:WH:6:2.1:	Describe the impact of land and water routes on trade, e.g., the Silk Roads, the Atlantic Triangular Trade, or the Suez Canal.
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[Social Studies Online](#)  
[Ancient China - Qin & Han Dynasties](#)

GRADE LEVEL EXPECTATION	SS:WH:6:2.2:	Explore the spread and impact of ideas and technology, e.g., the concept of zero, gunpowder or the transistor.
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[Social Studies Online](#)  
[Ancient China - Qin & Han Dynasties](#)  
[Ancient China - Shang & Zhou Dynasties](#)  
[Ancient Greece](#)  
[Ancient Mayan Civilization](#)

GRADE LEVEL EXPECTATION	SS:WH:6:2.4:	Examine how military encounters have led to cultural exchange, e.g., Alexander of Macedonia, conquistadors in the New World, or 20th century Japanese imperialism in Asia
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[Social Studies Online](#)  
[Ancient Greece](#)  
[Tokyo - City of Contrasts](#)



STRAND / STANDARD		World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.
STANDARD / GLE	SS:WH:3 :	World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

GRADE LEVEL EXPECTATION SS:WH:6: 3.1: Differentiate the spread of world religions, e.g., Judaism, Christianity, or Islam.

[Social Studies Online](#)  
[Jerusalem - Then and Now \(Younger Grades\)](#)

GRADE LEVEL EXPECTATION SS:WH:6: 3.2: Explore the development of education and its impact on societies, e.g., medicine in ancient Egypt or ancient Greece.

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

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STANDARD / GLE	SS:WH:4 :	Economic Systems & Technology: Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.

GRADE LEVEL EXPECTATION SS:WH:6: 4.3: Analyze the impact of inventions and new technologies on the agricultural system using examples, e.g., the invention of the hoe, irrigation, or genetic engineering of crops.

[Social Studies Online](#)  
[Grade 4 - Midwest Region Early Beginnings](#)  
[Grade 4 - Southeast Region of the U.S.](#)

GRADE LEVEL EXPECTATION SS:WH:6: 4.4: Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.

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

STRAND / STANDARD		World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.
STANDARD / GLE	SS:WH:5 :	Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

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GRADE LEVEL EXPECTATION	SS:WH:6: Trace the rise and impact of cities on daily life, e.g., Timbuktu, Rome, or Mexico City. 5.1:
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**Social Studies Online**

Barcelona

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

London - City of Pomp & Majesty

Paris - City of Light - Grades K - 5

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

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GRADE LEVEL EXPECTATION	SS:WH:6: Understand how societies have educated their members, e.g., the oral tradition of elders, apprenticeships, or classroom schooling. 5.2:
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**Social Studies Online**

Grade 4 - West Region Early Beginnings