

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: K - Adopted: 2016

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

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

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

[Social Studies Online](#)

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

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

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

**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: K - 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:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION	SS:CV:2.1.3:	Identify the basic purposes of state and national government. <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Washington, DC - Grades K - 5</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:2:	<b>Structure and Function of United States and New Hampshire Government:</b> Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
GRADE LEVEL EXPECTATION	SS:CV:2.2.1:	Explain how public officials are chosen. <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</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:4:	<b>Rights and Responsibilities:</b> Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
GRADE LEVEL EXPECTATION	SS:CV:2.4.1:	Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school. <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>
GRADE LEVEL EXPECTATION	SS:CV:2.4.2:	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds. <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</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:1:	<b>Economics and the Individual:</b> Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
GRADE LEVEL EXPECTATION	SS:EC:2.1.1:	Define goods and services, producers and consumers. <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</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.

<b>STANDARD / GLE</b>	<b>SS:EC:2 :</b>	<b>Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.</b>
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GRADE LEVEL EXPECTATION SS:EC:2: Distinguish between needs and wants.  
2.1:

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

<b>STRAND / STANDARD</b>		<b>Economics: 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.</b>
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<b>STANDARD / GLE</b>	<b>SS:EC:4 :</b>	<b>Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>
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GRADE LEVEL EXPECTATION SS:EC:2: Describe different methods people use to exchange goods and services, e.g., barter or the use of money.  
4.1:

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

<b>STRAND / STANDARD</b>		<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>
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<b>STANDARD / GLE</b>	<b>SS:GE:1 :</b>	<b>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.</b>
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GRADE LEVEL EXPECTATION SS:GE:2: Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.  
1.3:

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

<b>STRAND / STANDARD</b>		<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>
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<b>STANDARD / GLE</b>	<b>SS:GE:2 :</b>	<b>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.</b>
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GRADE LEVEL EXPECTATION SS:GE:2: Explore the physical and human characteristics of place, e.g., roads, schools or mountains.  
2.1:

[Social Studies Online](#)  
[Grade 1 - The Earth Around Us](#)  
[Paris - City of Light - Grades K - 5](#)

GRADE LEVEL EXPECTATION SS:GE:2: Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.  
2.2:

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

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:4 :</b>	<b>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.</b>

GRADE LEVEL EXPECTATION SS:GE:2: 4.1: Explore the distribution of a population, e.g., city or farm.

**Social Studies Online**

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION SS:GE:2: 4.2: Identify what are natural resources, e.g., water or trees.

**Social Studies Online**

Grade 1 - The Earth Around Us

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:5 :</b>	<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>

GRADE LEVEL EXPECTATION SS:GE:2: 5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.

**Social Studies Online**

Grade 1 - The Earth Around Us

GRADE LEVEL EXPECTATION SS:GE:2: 5.2: Investigate how people use resources, e.g., building homes or the food they eat.

**Social Studies Online**

Grade 1 - The Earth Around Us

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:1:</b>	<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:2:1: 1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

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:2:	<b>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>

GRADE LEVEL EXPECTATION SS:HI:2.1: Recognize that the world is interconnected, e.g., trade or transportation.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

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:3:	<b>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>

GRADE LEVEL EXPECTATION SS:HI:2.3.1: Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.

[Social Studies Online](#)

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION SS:HI:2.3.2: Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.

[Social Studies Online](#)

Grade 1 - Life Long Ago

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:2.5.1: Identify how the lives of women and children have changed over time in our country.

[Social Studies Online](#)

Grade 1 - Life Long Ago

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.
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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 SS:WH:2: Identify the concepts of values and beliefs.

EXPECTATION 5.1:

[Social Studies Online](#)

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

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 1 - Adopted: 2016

STRAND / STANDARD	NGSS.1-LS.	LIFE SCIENCE
STANDARD / GLE	1-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

**Social Studies Online**

Grade 2 - Land and Water Around Us

STRAND / STANDARD	NGSS.1-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	1-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: 1 - 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:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.

**Social Studies Online**

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION	SS:CV:2.1.3:	Identify the basic purposes of state and national government.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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.
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GRADE LEVEL EXPECTATION	SS:CV:2.2.1:	Explain how public officials are chosen.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
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:4:	Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

GRADE LEVEL EXPECTATION	SS:CV:2.4.1:	Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money
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GRADE LEVEL EXPECTATION	SS:CV:2.4.2:	Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
STRAND / STANDARD		Economics: 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:1:	Economics and the Individual: Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

GRADE LEVEL EXPECTATION	SS:EC:2.1.1:	Define goods and services, producers and consumers.  <b><u>Social Studies Online</u></b> Grade 1 - All About Work Grade 2 - Work and Money
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GRADE LEVEL EXPECTATION	SS:EC:2.1.2:	Describe the steps and materials needed to make a product, e.g., milk or crayons.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</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:2.1.1:	Distinguish between needs and wants.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</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:4:	<b>Financial Institutions and the Government:</b> Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.
GRADE LEVEL EXPECTATION	SS:EC:2.4.1:	Describe different methods people use to exchange goods and services, e.g., barter or the use of money.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</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:	<b>The World in Spatial Terms:</b> 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:2.1.1:	Identify the characteristics and purposes of globes and maps.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
GRADE LEVEL EXPECTATION	SS:GE:2.1.2:	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>

GRADE LEVEL EXPECTATION	SS:GE:2:1.3:	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
STAND / 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: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:2:2.1:	Explore the physical and human characteristics of place, e.g., roads, schools or mountains.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
GRADE LEVEL EXPECTATION	SS:GE:2:2.2:	Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
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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:2:3.2:	Explore the components and distribution of ecosystems, e.g., desert or rain forest.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us
STAND / 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:2:4.1:	Explore the distribution of a population, e.g., city or farm.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us Grade 2 - Living Together Paris - City of Light - Grades K - 5 Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	SS:GE:2:4.2:	Identify what are natural resources, e.g., water or trees.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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:5:	Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.
GRADE LEVEL EXPECTATION	SS:GE:2:5.1:	Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Work and Money
GRADE LEVEL EXPECTATION	SS:GE:2:5.2:	Investigate how people use resources, e.g., building homes or the food they eat.  <b>Social Studies Online</b> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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:	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.
GRADE LEVEL EXPECTATION	SS:HI:2:1:	Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.  <b>Social Studies Online</b> Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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.

<b>STANDARD / GLE</b>	<b>SS:HI:2:</b>	<b>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>
GRADE LEVEL EXPECTATION	SS:HI:2.1:	Recognize that the world is interconnected, e.g., trade or transportation.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Work and Money
<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:3:</b>	<b>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>
GRADE LEVEL EXPECTATION	SS:HI:2.3.1:	Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago Grade 2 - Early Americans Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	SS:HI:2.3.2:	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago Grade 2 - Early Americans
<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:5:</b>	<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:2.5.1:	Identify how the lives of women and children have changed over time in our country.  <b><u>Social Studies Online</u></b> Grade 1 - Life Long Ago Grade 2 - Our Government At Work
<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:WH:5 :</b>	<b>Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>

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GRADE LEVEL	SS:WH:2: Identify the concepts of values and beliefs.
EXPECTATION	5.1: <a href="#"><u>Social Studies Online</u></a> <a href="#"><u>Jerusalem - Then and Now (Younger Grades)</u></a>

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 2 - Adopted: 2016

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

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

**Social Studies Online**

Grade 2 - Land and Water Around Us

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

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

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

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

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND / STANDARD	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	2-ESS2.	Earth's Systems

GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
EXPECTATION	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
EXPECTATION	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area.  <b><u>Social Studies Online</u></b> 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?
EXPECTATION	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities

**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: 2 - 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:	<b>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.</b>

GRADE LEVEL EXPECTATION SS:CV:2:1.2: Identify documents and symbols that embody the core ideals of the United States Government, e.g., the bald eagle, the Pledge of Allegiance.

**Social Studies Online**  
Grade 1 - Let's Learn About the Government  
Grade 1 - Life Long Ago  
Grade 2 - Early Americans  
Grade 2 - Our Government At Work  
Grade 3 - How Government Helps Our Communities  
Grade 3 - The First Americans  
Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION SS:CV:2:1.3: Identify the basic purposes of state and national government.

**Social Studies Online**  
Grade 1 - Let's Learn About the Government  
Grade 2 - Our Government At Work  
Grade 3 - How Government Helps Our Communities  
Washington, DC - Grades K - 5

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:CV:2 :</b>	<b>Structure and Function of United States and New Hampshire Government:</b> Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

GRADE LEVEL EXPECTATION SS:CV:2: 2.1: Explain how public officials are chosen.

[Social Studies Online](#)

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

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

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:CV:4 :</b>	<b>Rights and Responsibilities:</b> Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.

GRADE LEVEL EXPECTATION SS:CV:2: 4.1: Examine the responsibilities of individuals as members of a family, school and community, e.g., community helpers or chores at home and school.

[Social Studies Online](#)

[Grade 1 - All About Work](#)

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

[Grade 2 - Living Together](#)

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

[Grade 2 - Work and Money](#)

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

GRADE LEVEL EXPECTATION SS:CV:2: 4.2: Discuss ways individuals can be involved in their community, e.g., food drive or cleaning school grounds.

[Social Studies Online](#)

[Grade 1 - All About Work](#)

[Grade 2 - Work and Money](#)

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:EC:1 :</b>	<b>Economics and the Individual:</b> Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.

GRADE LEVEL EXPECTATION SS:EC:2: 1.1: Define goods and services, producers and consumers.

[Social Studies Online](#)

[Grade 1 - All About Work](#)

[Grade 2 - Work and Money](#)

[Grade 3 - Businesses At Work](#)

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



GRADE LEVEL EXPECTATION	SS:EC:2:1.2:	Describe the steps and materials needed to make a product, e.g., milk or crayons.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
STANDARD / STANDARD		Economics: 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:2:2.1:	Distinguish between needs and wants.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - I Am a Consumer</a>
STANDARD / STANDARD		Economics: 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:4:	<b>Financial Institutions and the Government:</b> Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.
GRADE LEVEL EXPECTATION	SS:EC:2:4.1:	Describe different methods people use to exchange goods and services, e.g., barter or the use of money.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
STANDARD / STANDARD		Economics: 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:5:	<b>International Economics and Trade:</b> Students will recognize the importance of international trade and how economies are affected by it.
GRADE LEVEL EXPECTATION	SS:EC:2:5.1:	Define the term resources, e.g., trees, books  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / 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.

<b>STANDARD / GLE</b>	<b>SS:GE:1 :</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SS:GE:2: 1.1:	Identify the characteristics and purposes of globes and maps.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us The Sahara Desert
GRADE LEVEL EXPECTATION	SS:GE:2: 1.2:	Introduce spatial information on maps and other geographic representations, e.g., map key, compass rose.  <b><u>Social Studies Online</u></b> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Sahara Desert
GRADE LEVEL EXPECTATION	SS:GE:2: 1.3:	Identify major physical and human features in the United States and on Earth, e.g., cities, oceans, or continents.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Sahara Desert Washington, DC - Grades K - 5
<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:2 :</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SS:GE:2: 2.1:	Explore the physical and human characteristics of place, e.g., roads, schools or mountains.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Sahara Desert

GRADE LEVEL EXPECTATION	SS:GE:2.2:	<p>Recognize that areas of the Earth's surface share unifying geographic characteristics, e.g., towns, deserts or woodlands.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 1 - The Earth Around Us</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Washington, DC - Grades K - 5</a></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:3:	<p><b>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.</b></p>
GRADE LEVEL EXPECTATION	SS:GE:2.3:	<p>Explore the components and distribution of ecosystems, e.g., desert or rain forest.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
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:4:	<p><b>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.</b></p>
GRADE LEVEL EXPECTATION	SS:GE:2.4.1:	<p>Explore the distribution of a population, e.g., city or farm.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 1 - The Earth Around Us</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
GRADE LEVEL EXPECTATION	SS:GE:2.4.2:	<p>Identify what are natural resources, e.g., water or trees.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 1 - The Earth Around Us</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - The First Americans</a></p>

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:5 :</b>	<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>

GRADE LEVEL EXPECTATION SS:GE:2: 5.1: Recognize the role of natural resources in daily life, e.g., food, clothing, or shelter.

**Social Studies Online**  
 Amazon Rainforest - Grades 2-5  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us  
 Grade 2 - Work and Money  
 Grade 3 - A Country of Cultures  
 Grade 3 - Geography of Our Communities  
 Grade 3 - I Am a Consumer  
 Grade 3 - The First Americans

GRADE LEVEL EXPECTATION SS:GE:2: 5.2: Investigate how people use resources, e.g., building homes or the food they eat.

**Social Studies Online**  
 Amazon Rainforest - Grades 2-5  
 Grade 1 - The Earth Around Us  
 Grade 2 - Land and Water Around Us  
 Grade 3 - A Country of Cultures  
 Grade 3 - Geography of Our Communities  
 Grade 3 - The First Americans

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:1:</b>	<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:2:1: 1: Identify national and New Hampshire celebrations, monuments, symbols and documents, e.g., flags, Fourth of July, Lincoln Memorial, Constitution.

**Social Studies Online**  
 Grade 1 - Families and Neighbors  
 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  
 Washington, DC - Grades K - 5

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:2:</b>	<b>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>

GRADE LEVEL EXPECTATION	SS:HI:2.2.1:	Recognize that the world is interconnected, e.g., trade or transportation.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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:3:	<b>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>
GRADE LEVEL EXPECTATION	SS:HI:2.3.1:	Identify individuals and/or groups who have profoundly affected life in the United States, e.g., Abraham Lincoln, or Pilgrims.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Washington, DC - Grades K - 5</a>
GRADE LEVEL EXPECTATION	SS:HI:2.3.2:	Explore art, music and literature of various time periods, e.g., spirituals or Native American Art.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - The First Americans</a>
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:2.5.1:	Identify how the lives of women and children have changed over time in our country.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Life Long Ago</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How The Country Was Settled</a>
GRADE LEVEL EXPECTATION	SS:HI:2.5.2:	Identify the concept of diversity.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a>

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.

GRADE LEVEL EXPECTATION      SS:WH:2: Identify the concepts of values and beliefs.  
5.1:

**Social Studies Online**

Jerusalem - Then and Now (Younger Grades)

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 3 - Adopted: 2016

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

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

**Social Studies Online**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

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

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

**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

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

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

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

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

EXPECTATION	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		<u><b>Social Studies Online</b></u> <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>



EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">The Sahara Desert</a>
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STRAND / STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	3-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

EXPECTATION	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>
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#### New Hampshire College and Career Ready Standards

##### Social Studies

Grade: 3 - 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:4:1.1:	Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
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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:2:	Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

GRADE LEVEL EXPECTATION	SS:CV:4:2.1:	Identify the individual functions of the three branches of government and the organization of New Hampshire state government.  <a href="#">Social Studies Online</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:CV:4.2:	Explain how laws and/or policies are made at local and state levels.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 2 - Our Government At Work</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:4:	<b>Rights and Responsibilities:</b> Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
GRADE LEVEL EXPECTATION	SS:CV:4.1:	Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 3 - The First Americans</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:1:	<b>Economics and the Individual:</b> Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
GRADE LEVEL EXPECTATION	SS:EC:4.1:	Identify the factors of production and explain how businesses use these to produce goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
GRADE LEVEL EXPECTATION	SS:EC:4.1.2:	Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</a>
GRADE LEVEL EXPECTATION	SS:EC:4.1.3:	Explain how decisions by consumers and producers affect and are affected by the economy.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a> <a href="#">Grade 3 - I Am a Consumer</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:4: 2.1:	Explain why needs and wants are unlimited while resources are limited.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	SS:EC:4: 2.2:	Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	SS:EC:4: 2.3:	Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
GRADE LEVEL EXPECTATION	SS:EC:4: 2.4:	Define supply and demand and describe factors that can cause a change in supply and demand.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
GRADE LEVEL EXPECTATION	SS:EC:4: 2.5:	Explain how prices of goods and services are set in the United States and describe different factors that affect price.  <b><u>Social Studies Online</u></b> Grade 3 - Businesses At Work
STRAND / STANDARD		<b>Economics: 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.</b>
STANDARD / GLE	SS:EC:4 :	<b>Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>
GRADE LEVEL EXPECTATION	SS:EC:4: 4.1:	Identify the characteristics of money.  <b><u>Social Studies Online</u></b> Grade 2 - Work and Money
STRAND / STANDARD		<b>Economics: 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.</b>
STANDARD / GLE	SS:EC:5 :	<b>International Economics and Trade: Students will recognize the importance of international trade and how economies are affected by it.</b>

GRADE LEVEL EXPECTATION	SS:EC:4: 5.1:	Describe that countries have different kinds of resources.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
GRADE LEVEL EXPECTATION	SS:EC:4: 5.2:	Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
GRADE LEVEL EXPECTATION	SS:EC:4: 5.3:	Explain that trade between countries involves imports and exports and the reasons why countries trade.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
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: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:4: 1.1:	Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 1.2:	Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>

GRADE LEVEL EXPECTATION	SS:GE:4: 1.3:	<p>Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 1.4:	<p>Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 1.5:	<p>Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:2 :</b>	<b>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.</b>

GRADE LEVEL EXPECTATION SS:GE:4: 2.1: Describe the physical and human characteristics of places, e.g., land forms or where people live. human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.

**Social Studies Online**

African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Exploring Cuba  
Grade 2 - Land and Water Around Us  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - Midwest Region Today  
Grade 4 - 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 Landforms  
Grade 4 - West Region Today  
Paris - City of Light - Grades K - 5  
The Sahara Desert

GRADE LEVEL EXPECTATION SS:GE:4: 2.3: Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.

**Social Studies Online**

African Safari  
Amazon Rainforest - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 2-5  
Exploring Cuba  
Grade 2 - Land and Water Around Us  
Grade 3 - Geography of Our Communities  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - 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 Landforms  
Grade 4 - West Region Today  
How Coral Reefs Are Formed  
Paris - City of Light - Grades K - 5  
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Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION SS:GE:4: 2.4: Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.

**Social Studies Online**

Grade 3 - How The Country Was Settled  
Grade 4 - Midwest Region Early Beginnings  
Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION	SS:GE:4: 2.5:	Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature.
		<a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
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:4: 3.1:	Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">The Sahara Desert</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.2:	Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Landforms</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.3:	Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.4:	Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

GRADE LEVEL EXPECTATION	SS:GE:4: 3.5:	Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>
ST RAND / ST ANDARD		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.
ST ANDARD / 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:4: 4.1:	Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Paris - City of Light - Grades K - 5</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.2:	Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.3:	Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.4:	Analyze the spatial patterns of settlement in different regions of the world, e.g., urbanization along rivers or nomadic movement patterns.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
ST RAND / ST ANDARD		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.
ST ANDARD / GLE	SS:GE:5 :	Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.



GRADE LEVEL EXPECTATION	SS:GE:4: 5.1:	<p>Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 5.2:	<p>Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 5.3:	<p>Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 5.4:	<p>Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - A Country of Cultures</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 3 - I Am a Consumer</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a></p>

GRADE LEVEL EXPECTATION	SS:GE:4.5:	Compare how people in different regions use the same resource, e.g., water or wood.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Today</a>
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:4:1.3:	Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Washington, DC - Grades K - 5</a>
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:2:	<b>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>
GRADE LEVEL EXPECTATION	SS:HI:4:2.1:	Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a>
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:3:	<b>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>

GRADE LEVEL EXPECTATION	SS:HI:4:3.1:	Explore how individuals' ideals have profoundly affected life in the United States, e.g., Martin Luther King Jr.'s belief in nonviolence or John Stark's statement 'Live Free or Die'.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Our Government At Work</a>
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:4:4.2:	Explore the impact of important technological inventions, e.g., new forms of transportation or housing.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
GRADE LEVEL EXPECTATION	SS:HI:4:4.3:	Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a>
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:4:5.2:	Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Early Americans</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - West Region Early Beginnings</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">Washington, DC - Grades K - 5</a>

GRADE LEVEL EXPECTATION	SS:HI:4:5 .3:	Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together Grade 2 - Our Government At Work
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GRADE LEVEL EXPECTATION	SS:HI:4:5 .4:	Explore attitudes towards diversity, e.g., segregation or inclusion.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
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GRADE LEVEL EXPECTATION	SS:HI:4:5 .5:	Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.  <b><u>Social Studies Online</u></b> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Southeast Region of the U.S.
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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 commonalties 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:4: 1.1:	Explain that people of different countries create social and political systems, e.g., a family or a government.  <b><u>Social Studies Online</u></b> Grade 2 - Living Together
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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 commonalties 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:4: 3.1:	Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.  <b><u>Social Studies Online</u></b> Exploring Cuba Grade 2 - Land and Water Around Us
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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: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:4: Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.

**Social Studies Online**

Grade 3 - The First Americans

Grade 4 - Midwest 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:5:	Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.

GRADE LEVEL EXPECTATION SS:WH:4: Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.

**Social Studies Online**

Jerusalem - Then and Now (Younger Grades)

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 4 - Adopted: 2016

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

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

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

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?

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

**Social Studies Online**

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

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

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.  <b><u>Social Studies Online</u></b> 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
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STRAND / STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	4-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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.  <b><u>Social Studies Online</u></b> 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
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EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities
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**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: 4 - 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:4: 1.1:	Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.  <b><u>Social Studies Online</u></b> Grade 3 - How Government Helps Our Communities
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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.
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STANDARD / GLE	SS:CV:2 :	Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
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GRADE LEVEL EXPECTATION SS:CV:4: 2.1: Identify the individual functions of the three branches of government and the organization of New Hampshire state government.

[Social Studies Online](#)

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

STANDARD / STRAND		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.
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STANDARD / GLE	SS:CV:3 :	The World and the United States' Place In It: 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.
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GRADE LEVEL EXPECTATION SS:CV:4: 3.1: Explain that the world is divided into different countries with their own governments and that all governments are not the same.

[Social Studies Online](#)

[Canada: Our Northern Neighbor](#)

STANDARD / STRAND		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.
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STANDARD / GLE	SS:CV:4 :	Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
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GRADE LEVEL EXPECTATION SS:CV:4: 4.1: Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.

[Social Studies Online](#)

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

[Grade 3 - The First Americans](#)

STANDARD / STRAND		Economics: 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.
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STANDARD / GLE	SS:EC:1 :	Economics and the Individual: Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
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GRADE LEVEL EXPECTATION SS:EC:4: 1.1: Identify the factors of production and explain how businesses use these to produce goods and services.

[Social Studies Online](#)

[Grade 3 - Businesses At Work](#)

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

GRADE LEVEL EXPECTATION SS:EC:4: 1.2: Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.

[Social Studies Online](#)

[Grade 3 - Businesses At Work](#)

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



GRADE LEVEL EXPECTATION	SS:EC:4:1.3:	Explain how decisions by consumers and producers affect and are affected by the economy.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b> <b><u>Grade 3 - I Am a Consumer</u></b>
STRAND / STANDARD		<b>Economics: 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.</b>
STANDARD / GLE	SS:EC:2:	<b>Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.</b>
GRADE LEVEL EXPECTATION	SS:EC:4:2.1:	Explain why needs and wants are unlimited while resources are limited.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b> <b><u>Grade 3 - I Am a Consumer</u></b>
GRADE LEVEL EXPECTATION	SS:EC:4:2.2:	Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b> <b><u>Grade 3 - I Am a Consumer</u></b>
GRADE LEVEL EXPECTATION	SS:EC:4:2.3:	Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b> <b><u>Grade 3 - I Am a Consumer</u></b>
GRADE LEVEL EXPECTATION	SS:EC:4:2.4:	Define supply and demand and describe factors that can cause a change in supply and demand.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b>
GRADE LEVEL EXPECTATION	SS:EC:4:2.5:	Explain how prices of goods and services are set in the United States and describe different factors that affect price.  <b><u>Social Studies Online</u></b> <b><u>Grade 3 - Businesses At Work</u></b>
STRAND / STANDARD		<b>Economics: 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.</b>
STANDARD / GLE	SS:EC:4:	<b>Financial Institutions and the Government: Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</b>

GRADE LEVEL EXPECTATION	SS:EC:4: 4.1:	Identify the characteristics of money. <a href="#">Social Studies Online</a> <a href="#">Barcelona</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:5 :	<b>International Economics and Trade:</b> Students will recognize the importance of international trade and how economies are affected by it.
GRADE LEVEL EXPECTATION	SS:EC:4: 5.1:	Describe that countries have different kinds of resources. <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
GRADE LEVEL EXPECTATION	SS:EC:4: 5.2:	Explain why some countries' resources are in greater demand than others, e.g., colonial New Hampshire's mast trees or petroleum. <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
GRADE LEVEL EXPECTATION	SS:EC:4: 5.3:	Explain that trade between countries involves imports and exports and the reasons why countries trade. <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 3 - Businesses At Work</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 :	<b>The World in Spatial Terms:</b> 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:4: 1.1:	Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies. <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>

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GRADE LEVEL EXPECTATION	SS:GE:4: 1.3:	Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.
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**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - 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 Landforms

Grade 4 - West Region Today

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades K - 5

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GRADE LEVEL EXPECTATION	SS:GE:4: 1.4:	Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.
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**Social Studies Online**

African Safari

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - Geography of Our Communities

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

How Coral Reefs Are Formed

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION	SS:GE:4: 1.5:	<p>Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.</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 3 - Geography of Our Communities</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>
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: :	<p><b>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.</b></p>

GRADE LEVEL EXPECTATION	SS:GE:4: 2.1:	Describe the physical and human characteristics of places, e.g., land forms or where people live. human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.
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**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - 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 Landforms

Grade 4 - West Region Today

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

GRADE LEVEL EXPECTATION	SS:GE:4: 2.3:	Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.
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**Social Studies Online**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - Geography of Our Communities

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 Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION	SS:GE:4: 2.4:	<p>Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 2.5:	<p>Compare and contrast the ways in which different people perceive places, e.g., drawings and sketch maps of familiar places or examples from children's literature.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 4 - Northeast</a></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:3: :	<p><b>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.</b></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.1:	<p>Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">The Sahara Desert</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.2:	<p>Demonstrate how physical processes shape features of Earth's surface, e.g., weather or tectonic forces.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.3:	<p>Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of daylight.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - West Region Geography</a></p>

GRADE LEVEL EXPECTATION	SS:GE:4: 3.4:	<p>Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.</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="#">Ancient China - Qin &amp; Han Dynasties</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></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 3.5:	<p>Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">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></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:4: :	<p><b>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.</b></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.1:	<p>Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 4 - Northeast</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.2:	<p>Describe the types and historical patterns of human migration, e.g., chain migration or slave trade.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>
GRADE LEVEL EXPECTATION	SS:GE:4: 4.3:	<p>Evaluate the effects of migration on the characteristics of places, e.g., cultural awareness or food choices.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:5 :</b>	<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>

GRADE LEVEL EXPECTATION    SS:GE:4: 5.1: Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Grade 3 - Geography of Our Communities](#)

GRADE LEVEL EXPECTATION    SS:GE:4: 5.2: Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Amazon Rainforest - People and Threats - Grades 2-5](#)  
[Grade 3 - Geography of Our Communities](#)  
[Grade 4 - Northeast](#)  
[Grade 4 - West Region Geography](#)

GRADE LEVEL EXPECTATION    SS:GE:4: 5.3: Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Canada: Our Northern Neighbor](#)  
[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](#)

GRADE LEVEL EXPECTATION    SS:GE:4: 5.4: Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.

**Social Studies Online**  
[Amazon Rainforest - Grades 2-5](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 3 - A Country of Cultures](#)  
[Grade 3 - Geography of Our Communities](#)  
[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 Geography](#)  
[Grade 4 - West Region Today](#)



GRADE LEVEL EXPECTATION	SS:GE:4.5:	Compare how people in different regions use the same resource, e.g., water or wood.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 3 - A Country of Cultures</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 3 - The First Americans</a> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Today</a>
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:	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.
GRADE LEVEL EXPECTATION	SS:HI:4:1.3:	Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Washington, DC - Grades K - 5</a>
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:2:	Contacts, Exchanges & International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.
GRADE LEVEL EXPECTATION	SS:HI:4:2.1:	Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - The First Americans</a>
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:	Economic Systems & Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

GRADE LEVEL EXPECTATION	SS:HI:4:4.2:	Explore the impact of important technological inventions, e.g., new forms of transportation or housing.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION	SS:HI:4:4.3:	Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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:4:5.2:	Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.  <b><u>Social Studies Online</u></b> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
GRADE LEVEL EXPECTATION	SS:HI:4:5.4:	Explore attitudes towards diversity, e.g., segregation or inclusion.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
GRADE LEVEL EXPECTATION	SS:HI:4:5.5:	Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Southeast Region of the U.S.
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.

<b>STANDARD / GLE</b>	<b>SS:WH:3 :</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SS:WH:4: 3.1:	Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty
<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:WH:4:</b>	<b>Economic Systems &amp; Technology: Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</b>
GRADE LEVEL EXPECTATION	SS:WH:4: 4.1:	Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.  <b><u>Social Studies Online</u></b> Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings
<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:WH:5 :</b>	<b>Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</b>
GRADE LEVEL EXPECTATION	SS:WH:4: 5.1:	Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Younger Grades)

**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>  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Grade 4 - Midwest Region Today  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Geography  Grade 4 - West Region Landforms  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah</p>
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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>  National Parks - Nevada, California</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>  African Safari  Amazon Rainforest - People and Threats - Grades 2-5  Amazon Rainforest - People and Threats - Grades 6-8  Canada: Coast to Coast  Galapagos Islands  Grade 4 - West Region Today  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Who Lives On a Coral Reef?</p>
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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>  Washington, DC - Grades K - 5</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>  <a href="#">African Safari</a>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">National Parks - Nevada, California</a>  <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">National Parks - Wyoming, Utah</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a>  <a href="#">Tokyo - City of Contrasts</a>  <a href="#">Who Lives On a Coral Reef?</a></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>  <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 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>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Geography</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">The Sahara Desert</a></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:	Recognize the demographic structure of a population and its underlying causes, e.g., birth rate, ethnic composition, or distribution of wealth.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.2:	Know the types and historical patterns of human migration, e.g., ethnic cleansing, overcoming physical barriers, or famine.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.4:	Analyze the spatial patterns of settlement, e.g., urbanization along river, agriculture on fertile plains, or nomadic lifestyles in steppes and deserts.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Grade 4 - Northeast</a>
GRADE LEVEL EXPECTATION	SS:GE:6: 4.5:	Know the functions, sizes, and spatial arrangements of settlement, e.g., urban, suburban and rural.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">London - City of Pomp &amp; Majesty</a> <a href="#">Paris - City of Light - Grades K - 5</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Washington, DC - Grades K - 5</a>
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:5: :	Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.
GRADE LEVEL EXPECTATION	SS:GE:6: 5.1:	Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.  <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="#">Grade 4 - West Region Geography</a>
GRADE LEVEL EXPECTATION	SS:GE:6: 5.3:	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.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>

<b>STRAND / STANDARD</b>		<b>New Hampshire and United States History:</b> 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.
<b>STANDARD / GLE</b>	<b>SS:HI:1:</b>	<b>Political Foundations and Development:</b> Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.

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

<b>STRAND / STANDARD</b>		<b>New Hampshire and United States History:</b> 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.
<b>STANDARD / GLE</b>	<b>SS:HI:4:</b>	<b>Economic Systems &amp; Technology:</b> Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.

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

<b>STRAND / STANDARD</b>		<b>New Hampshire and United States History:</b> 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.
<b>STANDARD / GLE</b>	<b>SS:HI:5:</b>	<b>Social/Cultural:</b> Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.

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.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
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.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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: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.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>
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.  <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> <a href="#">Ancient Mayan Civilization</a>
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  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Tokyo - City of Contrasts</a>

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](#)

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: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

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 6 - Adopted: 2016

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

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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

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

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

EXPECTATION MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

**Social Studies Online**

Who Lives On a Coral Reef?

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

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>
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>
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>
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>

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

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>
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>
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>
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>
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>

STRAND / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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>
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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>
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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>
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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>
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**New Hampshire College and Career Ready Standards**  
**Social Studies**  
Grade: 6 - Adopted: 2006

STRAND / STANDARD		<p><b>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.</b></p>
STANDARD / GLE	SS:CV:1 :	<p><b>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.</b></p>

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 6 - 12</a></p>
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GRADE LEVEL EXPECTATION	SS:CV:6: 1.4:	<p>Differentiate among the major forms of limited and unlimited governments, e.g., monarchy, oligarchy, or democracy.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Our Northern Neighbor</a></p>
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STRAND / STANDARD		<p><b>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.</b></p>
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<b>STANDARD / GLE</b>	<b>SS:CV:3 :</b>	<b>The World and the United States' Place In It: 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.</b>
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.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
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.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
<b>STRAND / STANDARD</b>		<b>Economics: 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.</b>
<b>STANDARD / GLE</b>	<b>SS:EC:2 :</b>	<b>Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.</b>
GRADE LEVEL EXPECTATION	SS:EC:6: 2.2:	Identify the factors of production, e.g., entrepreneurship, human resources, capital resources, and natural resources.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:1 :</b>	<b>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.</b>
GRADE LEVEL EXPECTATION	SS:GE:6: 1.2:	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.  <b><u>Social Studies Online</u></b> African Safari Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba How Coral Reefs Are Formed 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 Who Lives On a Coral Reef?

GRADE LEVEL EXPECTATION	SS:GE:6: 1.3:	Utilize maps, globes, graphs, charts, models, and databases to analyze spatial distributions and patterns, e.g., climate zones, natural resources, or population density.  <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 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba The Sahara Desert
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: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: 2.2:	Describe how places and regions preserve culture, e.g., songs or traditions.  <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
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.  <b><u>Social Studies Online</u></b> National Parks - Wyoming, Utah

GRADE LEVEL EXPECTATION	SS:GE:6: 3.4:	<p>Explain how human activities influence changes in ecosystems, e.g., the introduction of exotic species.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Galapagos Islands</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">National Parks - Alaska &amp; Hawaii</a>  <a href="#">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></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:4 :	<p><b>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.</b></p>
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>  <a href="#">Canada: Our Northern Neighbor</a></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>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></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>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></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>  <a href="#">Barcelona</a>  <a href="#">London - City of Pomp &amp; Majesty</a>  <a href="#">Paris - City of Light - Grades 6 - 12</a>  <a href="#">Tokyo - City of Contrasts</a>  <a href="#">Washington, DC - Grades 6 - 12</a></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>

<b>STANDARD / GLE</b>	<b>SS:GE:5 :</b>	<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>
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GRADE LEVEL EXPECTATION SS:GE:6:5.1: Understand the consequences of human modification of the physical environment, e.g., coastal development or forest management.

**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

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:5:</b>	<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**

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:WH:1 :</b>	<b>Political Foundations and Developments: Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</b>

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.

**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

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

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.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a>
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.  <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> <a href="#">Ancient Mayan Civilization</a>
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  <a href="#">Social Studies Online</a> <a href="#">Ancient Greece</a> <a href="#">Tokyo - City of Contrasts</a>
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.  <a href="#">Social Studies Online</a> <a href="#">Jerusalem - Then and Now (Older Grades)</a>
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.  <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>
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: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: 4.4:	Trace improvements in communication, e.g., the Sumerian development of writing, Chinese printing, or the creation of the Internet.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>
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.

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

[Social Studies Online](#)  
[Barcelona](#)  
[London - City of Pomp & Majesty](#)  
[Paris - City of Light - Grades 6 - 12](#)  
[Tokyo - City of Contrasts](#)  
[Washington, DC - Grades 6 - 12](#)

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 7 - Adopted: 2016

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

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

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

EXPECTATION MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**Social Studies Online**

Galapagos Islands

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

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

EXPECTATION MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands



EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</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 - Washington, Oregon, Idaho, Montana, Colorado</a>
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EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.  <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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STRAND / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	MS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

EXPECTATION	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>
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EXPECTATION	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
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EXPECTATION	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.  <a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Wyoming, Utah</a>
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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>
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>
ST RAND / ST ANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
ST ANDARD / GLE	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
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>
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>
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>
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>

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:CV:1 :</b>	<b>The Nature and Purpose of Government:</b> 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:8: 1.1: Explain why limiting the powers of government is essential for the protection of individual rights.

[Social Studies Online](#)  
Canada: Our Northern Neighbor

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:CV:2 :</b>	<b>Structure and Function of United States and New Hampshire Government:</b> Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.

GRADE LEVEL EXPECTATION SS:CV:8: 2.1: Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.

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

GRADE LEVEL EXPECTATION SS:CV:8: 2.2: Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.

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

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:EC:5 :</b>	<b>International Economics and Trade:</b> Students will recognize the importance of international trade and how economies are affected by it.

GRADE LEVEL EXPECTATION SS:EC:8: 5.2: Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.

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Exploring Cuba

GRADE LEVEL EXPECTATION SS:EC:8: 5.4: Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence.

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Exploring Cuba

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:EC:6 :</b>	<b>Personal Finance:</b> Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.

GRADE LEVEL EXPECTATION SS:EC:8: Compare the advantages and disadvantages of different payment methods.  
6.1:

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<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:GE:1 :</b>	<b>The World in Spatial Terms:</b> 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:8: Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections.  
1.1:

[Social Studies Online](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)

<b>STRAND / STANDARD</b>		<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.
<b>STANDARD / GLE</b>	<b>SS:GE:2 :</b>	<b>Places and Regions:</b> 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:8: Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.  
2.1:

[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:GE:8: Illustrate the connections among regions, e.g., world trade or regional alliances.  
2.2:

[Social Studies Online](#)  
[Exploring Cuba](#)

GRADE LEVEL EXPECTATION SS:GE:8: Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.  
2.3:

[Social Studies Online](#)  
[Ancient China - Qin & Han Dynasties](#)  
[Canada: Coast to Coast](#)  
[Canada: Our Northern Neighbor](#)

<b>STRAND / STANDARD</b>		<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>
<b>STANDARD / GLE</b>	<b>SS:GE:4 :</b>	<b>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.</b>

GRADE LEVEL EXPECTATION SS:GE:8:4.2: Explain how cooperation and conflict among people contribute to political divisions of Earth's surface, e.g., trade agreements, military pacts, or boundary disputes.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:2:</b>	<b>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</b>

GRADE LEVEL EXPECTATION SS:HI:8:2.2: Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis.

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Exploring Cuba

<b>STRAND / STANDARD</b>		<b>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.</b>
<b>STANDARD / GLE</b>	<b>SS:HI:3:</b>	<b>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.</b>

GRADE LEVEL EXPECTATION SS:HI:8:3.1: Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

<b>STRAND / STANDARD</b>		<b>World History and Contemporary Issues:</b> 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.
<b>STANDARD / GLE</b>	<b>SS:WH:1 :</b>	<b>Political Foundations and Developments:</b> Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.

GRADE LEVEL EXPECTATION SS:WH:8: 1.2: Analyze the influence of religious groups on political systems, e.g., Confucianism in China, Catholicism in Europe, or Wahabism in the Middle East.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

<b>STRAND / STANDARD</b>		<b>World History and Contemporary Issues:</b> 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.
<b>STANDARD / GLE</b>	<b>SS:WH:3 :</b>	<b>World Views and Value systems and their Intellectual and Artistic Expressions:</b> Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.

GRADE LEVEL EXPECTATION SS:WH:8: 3.1: Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.

**Social Studies Online**

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Our Northern Neighbor

Exploring Cuba

Jerusalem - Then and Now (Older Grades)

GRADE LEVEL EXPECTATION SS:WH:8: 3.2: Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

Ancient Greece

Ancient Rome

London - City of Pomp & Majesty

Rome - The Eternal City

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

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 8 - Adopted: 2016

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

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 6-8

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

EXPECTATION MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

**Social Studies Online**

Galapagos Islands

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

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

EXPECTATION MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

**Social Studies Online**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 6-8</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 - Washington, Oregon, Idaho, Montana, Colorado</a>

EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
		<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>

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

EXPECTATION	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.
		<a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>

EXPECTATION	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.
		<a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>

EXPECTATION	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.
		<a href="#">Social Studies Online</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Wyoming, Utah</a>

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>



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>
STRAND / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / GLE	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
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>
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>
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>
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>

**New Hampshire College and Career Ready Standards**

**Social Studies**

Grade: 8 - 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:8: 1.1:	Explain why limiting the powers of government is essential for the protection of individual rights.  <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:2:	<b>Structure and Function of United States and New Hampshire Government:</b> Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
GRADE LEVEL EXPECTATION	SS:CV:8: 2.1:	Define the organization and responsibilities of federal government that are set forth in the New Hampshire Constitution, the United States Constitution and their amendments, e.g., Separation of Powers, Division of Powers, or the Bill of Rights.  <a href="#">Social Studies Online</a> <a href="#">Washington, DC - Grades 6 - 12</a>
GRADE LEVEL EXPECTATION	SS:CV:8: 2.2:	Compare and contrast the structure and major responsibilities and services of government at the local, state, and federal levels as set forth in the New Hampshire Constitution and the United States Constitution, e.g., taxation, transportation, or education.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Washington, DC - Grades 6 - 12</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:5:	<b>International Economics and Trade:</b> Students will recognize the importance of international trade and how economies are affected by it.
GRADE LEVEL EXPECTATION	SS:EC:8: 5.2:	Identify and explain the impact on trade of government policies, e.g., tariffs, quotas, or embargoes.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
GRADE LEVEL EXPECTATION	SS:EC:8: 5.4:	Examine the effects of changing economies on international trade, e.g., modernization, specialization, or interdependence.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</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:6:	<b>Personal Finance:</b> Students will be able to explain the importance of money management, spending credit, saving, and investing in a free market economy.

GRADE LEVEL EXPECTATION	SS:EC:8: 6.1:	Compare the advantages and disadvantages of different payment methods.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a>
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: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:8: 1.1:	Compare relative advantages and disadvantages of using maps, globes, aerial and other photographs, satellite-produced images, and models to solve geographic problems, e.g., the Mercator projections versus Robinson projections.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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: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:8: 2.1:	Identify the types of regions, e.g., formal, functional, or vernacular regions of which the local community is a part.  <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>
GRADE LEVEL EXPECTATION	SS:GE:8: 2.2:	Illustrate the connections among regions, e.g., world trade or regional alliances.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
GRADE LEVEL EXPECTATION	SS:GE:8: 2.3:	Describe how culture, technology, and experience affect perception of places and regions, e.g., images created by mass media or travel.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
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:2:	Contacts, Exchanges & International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.

GRADE LEVEL EXPECTATION	SS:HI:8:2.2:	Explain major United States efforts to remove European influence from the Western Hemisphere, e.g., the Monroe Doctrine or the Cuban Missile Crisis.
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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:3:	World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate an understanding of conceptions of reality, ideals, guidelines of behavior and forms of expression.

GRADE LEVEL EXPECTATION	SS:HI:8:3.1:	Explain how art, music and literature often reflect and/or influence major ideas, values and conflicts of particular time periods, e.g., manifest destiny, protest movements, or freedom of expression.
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[Canada: Our Northern Neighbor](#)  
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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:8:3.1:	Demonstrate an understanding of how art, music and literature often influence or reflect major ideas, values and conflicts of a particular time.
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GRADE LEVEL EXPECTATION	SS:WH:8:3.2:	Analyze how architecture has symbolized the values of various societies, e.g., Greco-Roman, Tudor English, or Scandinavian.
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[Ancient Greece](#)  
[Ancient Rome](#)  
[London - City of Pomp & Majesty](#)  
[Rome - The Eternal City](#)