

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: K - Adopted: 2016

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.K.3.</b>	<b>Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>

STANDARD / CONCEPTUAL UNDERSTANDING  
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

STANDARD / CONCEPTUAL UNDERSTANDING  
K-ESS3-3. Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

**Social Studies Online**

Grade 1 - The Earth Around Us

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.K.4.</b>	<b>Weather and Climate</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>

STANDARD / CONCEPTUAL UNDERSTANDING  
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

**New York State Learning Standards and Core Curriculum**

**Social Studies**

Grade: K - Adopted: 2016/Revised 2017

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.KP.</b>	<b>Kindergarten: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>KP.C.</b>	<b>Comparison and Contextualization</b>

STANDARD / CONCEPTUAL UNDERSTANDING  
KP.C.1. Identify similarities and differences between home and school.

**Social Studies Online**

Grade 1 - Families and Neighbors

STRAND / DOMAIN / UNIFYING THEME	NY.KP.	Kindergarten: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	KP.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDING

KP.D.1. Ask geographic questions about where places are located and why they are located there, using location terms and geographic representations, such as maps, photographs, satellite images, and models.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

STANDARD / CONCEPTUAL UNDERSTANDING

KP.D.2. Identify natural events or physical features, such as land, water, air, and wind.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

STRAND / DOMAIN / UNIFYING THEME	NY.KP.	Kindergarten: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	KP.E.	Economics and Economic Systems

STANDARD / CONCEPTUAL UNDERSTANDING

KP.E.2. Identify examples of goods and services.

[Social Studies Online](#)

Grade 1 - All About Work

STANDARD / CONCEPTUAL UNDERSTANDING

KP.E.3. Identify what money is and how it is used in society.

[Social Studies Online](#)

Grade 1 - All About Work

STRAND / DOMAIN / UNIFYING THEME	NY.K.	Self and Others
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	K.2.	Children, families, and communities exhibit cultural similarities and differences.
EXPECTATION / CONTENT SPECIFICATION	K.2b.	Unique family activities and traditions are important parts of an individual's culture and sense of self.

GRADE EXPECTATION

K.2b.1. Students will explain how their families celebrate birthdays or other special days.

[Social Studies Online](#)

Grade 1 - Families and Neighbors

STRAND / DOMAIN / UNIFYING THEME	NY.K.	Self and Others
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	K.3.	Symbols and traditions help develop a shared culture and identity within the United States.
EXPECTATION / CONTENT SPECIFICATION	K.3b.	The study of American symbols, holidays, and celebrations helps to develop a shared sense of history, community, and culture.

GRADE EXPECTATION K.3b.1. Students will explain when and why national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

GRADE EXPECTATION K.3b.2. Students will identify American symbols, such as the Liberty Bell and the bald eagle.

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

GRADE EXPECTATION K.3b.4. Students will learn the parts of the American flag (stars and stripes) and how to show respect toward the flag.

[Social Studies Online](#)

Grade 1 - Let's Learn About the Government

STRAND / DOMAIN / UNIFYING THEME	NY.K.	Self and Others
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	K.7.	People and communities are affected by and adapt to their physical environment.
EXPECTATION / CONTENT SPECIFICATION	K.7a.	Climate, seasonal weather changes, and the physical features associated with the community and region all affect how people live.

GRADE EXPECTATION K.7a.1. Students will describe and give examples of seasonal weather changes and illustrate how weather affects people and communities.

[Social Studies Online](#)

Grade 1 - The Earth Around Us

STRAND / DOMAIN / UNIFYING THEME	NY.K.	Self and Others
----------------------------------	-------	-----------------

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Economic Systems</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>K.9.</b>	<b>People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>K.9a.</b>	<b>A need is something that a person must have for health and survival, while a want is something that a person would like to have.</b>

GRADE EXPECTATION K.9a.2. Students will distinguish between a need and a want.

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.K.</b>	<b>Self and Others</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Economic Systems</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>K.9.</b>	<b>People have economic needs and wants. Goods and services can satisfy people's wants. Scarcity is the condition of not being able to have all of the goods and services that a person wants or needs.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>K.9b.</b>	<b>Goods are objects that can satisfy people's needs and wants; services are activities that can satisfy people's needs and wants.</b>

GRADE EXPECTATION K.9b.1. Students will identify examples of goods and services.

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

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 1 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.1.2.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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 / DOMAIN / UNIFYING THEME	NY.1.3.	Space Systems: Patterns and Cycles
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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 York State Learning Standards and Core Curriculum**

**Social Studies**

Grade: 1 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.SL.1.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDI NG	SL.1.3.	<p>Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 1 - All About Work</a>  <a href="#">Grade 1 - Families and Neighbors</a>  <a href="#">Grade 1 - Let's Learn About the Government</a>  <a href="#">Grade 1 - Life Long Ago</a>  <a href="#">Grade 1 - The Earth Around Us</a>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 2 - Living Together</a>  <a href="#">Grade 2 - Our Government At Work</a>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Jerusalem - Then and Now (Younger Grades)</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">Washington, DC - Grades K - 5</a></p>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.A.	Gathering, Interpreting, and Using Evidence

STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.A.1.	<p>Develop questions about his/her family.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 1 - Families and Neighbors</a>  <a href="#">Grade 2 - Living Together</a></p>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.B.	Chronological Reasoning and Causation

STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.B.4.	<p>Identify change over time in his/her family.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Living Together</a></p>
---	---------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.B.6.	<p>Recognize and identify patterns of continuity in his/her family.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Living Together</a></p>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.D.1.	Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.D.2.	Identify human activities and human-made features; identify natural events or physical features.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Paris - City of Light - Grades K - 5</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.D.5.	Describe how human activities alter places.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.E.1.	Explain how scarcity affects choices made by families and communities, and identify costs and benefits associated with these choices.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.E.2.	Distinguish between a consumer and a producer and their relationship to goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.E.3.	Explain how people earn money and other ways that people receive money.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1P.	Grade 1: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	1P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	1P.F.7.	Identify the president of the United States and the school principal and their leadership responsibilities.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago

CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	1.1.	Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
EXPECTATION / CONTENT SPECIFICATION	1.1a.	Families are a basic unit of all societies, and different people define family differently.

GRADE  
EXPECTATION

1.1a.1.

Students will listen to stories about different families and will identify characteristics that are the same and different.

[Social Studies Online](#)

Grade 1 - Families and Neighbors

Grade 2 - Living Together

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	1.1.	Language, beliefs, customs, and traditions help shape the identity and culture of a family and a community.
EXPECTATION / CONTENT SPECIFICATION	1.1b.	People and families of diverse racial, religious, national, and ethnic groups share their beliefs, customs, and traditions, which creates a multicultural community.

GRADE  
EXPECTATION

1.1b.1.

Students will identify traditions that are associated with their families, and tell why the tradition is important.

[Social Studies Online](#)

Grade 1 - Families and Neighbors

Grade 2 - Living Together

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	1.2.	There are significant individuals, historical events, and symbols that are important to American cultural identity.
EXPECTATION / CONTENT SPECIFICATION	1.2a.	The study of historical events, historical figures, and folklore enables Americans with diverse cultural backgrounds to feel connected to a common national heritage.

GRADE  
EXPECTATION

1.2a.1.

Students will listen to stories about historical events, folklore, and popular historical figures and identify the significance of the event or person.

[Social Studies Online](#)

Grade 2 - Early Americans

Washington, DC - Grades K - 5

GRADE EXPECTATION	1.2a.2.	Students will explain when and why celebrate national holidays such as Labor Day, Constitution Day, Columbus Day, Thanksgiving, Martin Luther King Jr. Day, Presidents' Day, Law Day, and Independence Day are celebrated.
<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a>		
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	1.3.	A citizen is a member of a community or group. Students are citizens of their local and global communities.
EXPECTATION / CONTENT SPECIFICATION	1.3b.	Traits of a responsible citizen include respecting others, behaving honestly, helping others, obeying rules and laws, being informed, and sharing needed resources.

GRADE EXPECTATION	1.3b.1.	Students will explain the traits of a responsible citizen and model actions of responsible citizens.
<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a>		

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	1.4.	People create governments in order to create peace and establish order. Laws are created to protect the rights and define the responsibilities of individuals and groups.
EXPECTATION / CONTENT SPECIFICATION	1.4b.	Governments exist at the local, state, and national levels to represent the needs of the people, create and enforce laws, and help resolve conflicts.

GRADE EXPECTATION	1.4b.1.	Students will begin to understand that there are local, state, and national levels of government and will identify some actions that the government takes.
<a href="#">Social Studies Online</a> <a href="#">Grade 1 - Let's Learn About the Government</a> <a href="#">Grade 2 - Our Government At Work</a> <a href="#">Washington, DC - Grades K - 5</a>		

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment

STANDARD / CONCEPTUAL UNDERSTANDING	1.5.	The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
EXPECTATION / CONTENT SPECIFICATION	1.5b.	Maps are used to locate important places in the community, state, and nation, such as capitals, monuments, hospitals, museums, schools, and cultural centers.

GRADE EXPECTATION 1.5b.1. Students will use a map of the community and provide directions to another student on how to get from the school to another place identified on the map.

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.5.	The location and place of physical features and man-made structures can be described and interpreted by using symbols and geographic vocabulary.
EXPECTATION / CONTENT SPECIFICATION	1.5c.	Symbols are used to represent physical features and man-made structures on maps and globes.

GRADE EXPECTATION 1.5c.1. Students will closely read maps making use of the legends to understand symbols and what they represent.

**Social Studies Online**

Grade 2 - Land and Water Around Us

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6a.	People and communities depend on the physical environment for natural resources.

GRADE EXPECTATION 1.6a.1. Students will identify natural resources required to meet basic needs.

**Social Studies Online**

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
---	-------	--

CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6b.	Roads, dams, bridges, farms, parks, and dwellings are all examples of how people modify the physical environment to meet needs and wants.

GRADE EXPECTATION 1.6b.1. Students will identify how the physical environment of their community has been modified to meet needs and wants.

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	1.6.	People and communities depend on and modify their physical environment in order to meet basic needs.
EXPECTATION / CONTENT SPECIFICATION	1.6c.	People interact with their physical environment in ways that may have a positive or a negative effect.

GRADE EXPECTATION 1.6c.1. Students will identify positive and negative effects that human interaction can have on the physical environment.

**Social Studies Online**

Grade 2 - Land and Water Around Us

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	1.7.	Families have a past and change over time. There are different types of documents that relate family histories.
EXPECTATION / CONTENT SPECIFICATION	1.7b.	Families change over time, and family growth and change can be documented and recorded.

GRADE EXPECTATION	1.7b.1.	Students will examine the changes in their family over time and how the family growth and change could be documented and recorded.  <a href="#">Social Studies Online</a> Grade 2 - Living Together
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	1.7.	Families have a past and change over time. There are different types of documents that relate family histories.
EXPECTATION / CONTENT SPECIFICATION	1.7c.	Families of long ago have similarities and differences with families today.

GRADE EXPECTATION	1.7c.1.	Students will examine families of the past and compare them with their family. They will identify characteristics that have been passed on through the generations.  <a href="#">Social Studies Online</a> Grade 1 - Life Long Ago
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.9.	People have many economic wants and needs, but limited resources with which to obtain them.
EXPECTATION / CONTENT SPECIFICATION	1.9a.	Scarcity means that people's wants exceed their limited resources.

GRADE EXPECTATION	1.9a.1.	Students will provide examples of scarcity by identifying wants that exceed resources.  <a href="#">Social Studies Online</a> Grade 2 - Work and Money
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.9.	People have many economic wants and needs, but limited resources with which to obtain them.

EXPECTATION / CONTENT SPECIFICATION	1.9b.	Families and communities must make choices due to unlimited needs and wants, and scarce resources; these choices involve costs.
GRADE EXPECTATION	1.9b.1.	Students will examine choices that families make due to scarcity, and identify costs associated with these choices.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10a.	Goods are consumable, tangible products; services are actions performed by a person or group of people with a certain skill.
GRADE EXPECTATION	1.10a.1.	Students will identify examples of goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - All About Work</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10b.	A producer makes goods or provides a service, while a consumer uses or benefits from the goods or services.
GRADE EXPECTATION	1.10b.1.	Students will identify examples of a producer and a consumer.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems

STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10c.	People and families work to earn money to purchase goods and services that they need or want.

GRADE EXPECTATION 1.10c.1. Students will examine how earning money through work is related to the purchase of goods and services.

[Social Studies Online](#)

Grade 1 - All About Work

Grade 2 - Work and Money

STRAND / DOMAIN / UNIFYING THEME	NY.1.	My Family and Other Families, Now and Long Ago
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	1.10.	People make economic choices as producers and consumers of goods and services.
EXPECTATION / CONTENT SPECIFICATION	1.10d.	People make decisions about how to spend and save the money that they earn.

GRADE EXPECTATION 1.10d.1. Students will examine decisions that people make about spending and saving money.

[Social Studies Online](#)

Grade 1 - All About Work

Grade 2 - Work and Money

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 2 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.2.2.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING	2-LS2-1.	Plan and conduct an investigation to determine if plants need sunlight and water to grow.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a>

STANDARD / CONCEPTUAL UNDERSTANDING	2-LS2-2.	Develop a simple model that illustrates how plants and animals depend on each other for survival.
		<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="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

STANDARD / CONCEPTUAL UNDERSTANDING	2-LS4-1.	Make observations of plants and animals to compare the diversity of life in different habitats.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">The Sahara Desert</a> <a href="#">Who Lives On a Coral Reef?</a>

STRAND / DOMAIN / UNIFYING THEME	NY.2.3.	Earth's Systems: Processes that Shape the Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING	2-ESS1-1.	Use information from several sources to provide evidence that Earth events can occur quickly or slowly.
		<a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a>

STANDARD / CONCEPTUAL UNDERSTANDING	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.
		<a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	2-ESS2- 2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <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 - 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>
---	---------------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	2-ESS2- 3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.  <a href="#">Social Studies Online</a> <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 - Geography of Our Communities</a>
---	---------------	--

## New York State Learning Standards and Core Curriculum

### Social Studies

Grade: 2 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Key Ideas and Details

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.2.3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.RI.2.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.2.4.	Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area.  <a href="#">Social Studies Online</a> <a href="#">The Sahara Desert</a>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDING	SL.2.1.	Participate in collaborative conversations about grade 2 topics and texts with peers, diverse partners, and adults in small and larger groups.
---	---------	--

EXPECTATION /  
CONTENT  
SPECIFICATION

SL.2.1.d. Seek to understand and communicate with individuals from different cultural backgrounds.

[Social Studies Online](#)

Grade 3 - A Country of Cultures

STRAND / DOMAIN / UNIFYING THEME	NY.SL.2.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD /  
CONCEPTUAL  
UNDERSTANDING

SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

[Social Studies Online](#)

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

Grade 3 - A Country of Cultures

Grade 3 - Businesses At Work

Grade 3 - Geography of Our Communities

Grade 3 - How Government Helps Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - I Am a Consumer

Grade 3 - The First Americans

How Coral Reefs Are Formed

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

The Sahara Desert

Washington, DC - Grades K - 5

Who Lives On a Coral Reef?

STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.A.	Gathering, Interpreting, and Using Evidence

STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.A.1.	Develop questions about the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <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="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.1.	Retell a community event in sequential order.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.3.	Identify causes and effects, using examples from his/her family life or from the community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.4.	Identify change over time in his/her community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.5.	Identify events of the past, present, and future in his/her community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.B.6.	Recognize and identify patterns of continuity and change in his/her community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.1.	Identify similarities and differences between communities.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 1 - Families and Neighbors</a> <a href="#">Grade 2 - Living Together</a> <a href="#">Grade 3 - A Country of Cultures</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.3.	Describe an event in his/her community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.4.	Recognize the relationship between geography, economics, and history in his/her community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.C.5.	Describe a historical development in his/her community with specific details, including time and place.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.1.	Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">The Sahara Desert</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans).  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	2P.D.5.	Describe how human activities alter places in a community.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <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="#">Grade 3 - How The Country Was Settled</a> <a href="#">Grade 3 - The First Americans</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.E.	Economics and Economic Systems

STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.1.	Explain how scarcity necessitates decision making; identify the benefits and costs of decisions.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.2.	Describe the resources used to produce goods and provide services in the local community.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDING	2P.E.4.	Describe the goods and services that are produced in the local community, and those that are produced in other communities.  <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 / CONCEPTUAL UNDERSTANDING	2P.E.5.	Identify goods and services that government provides and the role of taxes.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2P.	Grade 2: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	2P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDING	2P.F.7.	Identify the governor of New York, the president of the United States, and the school principal and their leadership responsibilities.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1a.	An urban community, or city, is characterized by dense population and land occupied primarily by buildings and structures that are used for residential and business purposes.  <a href="#">Social Studies Online</a> <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>

EXPECTATION / CONTENT SPECIFICATION	2.1b.	Suburban communities are on the outskirts of cities, where human population is less dense, and buildings and homes are spaced farther apart.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
ST RAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1c.	Rural communities are characterized by large expanses of open land and significantly lower populations than urban or suburban areas.

GRADE EXPECTATION	2.1c.1.	Students will identify the characteristics of urban, suburban, and rural communities and determine in which type of community they live.  <b><u>Social Studies Online</u></b> Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
----------------------	---------	---

ST RAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Individual Development and Cultural Identity
STANDARD / CONCEPTUAL UNDERSTANDING	2.1.	A community is a population of various individuals in a common location. It can be characterized as urban, suburban, or rural. Population density and use of the land are some characteristics that define and distinguish types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.1d.	Activities available for people living in urban, suburban, and rural communities are different. The type of community a person grows up in will affect a person's development and identity.

GRADE EXPECTATION	2.1d.1.	Students will identify activities that are available in each type of community, and discuss how those activities affect the people living in that community.  <b><u>Social Studies Online</u></b> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
----------------------	---------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Individual Development and Cultural Identity</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.2.</b>	<b>People share similarities and differences with others in their own community and with other communities.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.2a.</b>	<b>People living in urban, suburban, and rural communities embrace traditions and celebrate holidays that reflect both diverse cultures and a common community identity.</b>

GRADE EXPECTATION 2.2a.1. Students will examine the ethnic and/or cultural groups represented in their classroom.

**Social Studies Online**  
**Grade 3 - A Country of Cultures**

GRADE EXPECTATION 2.2a.3. Students will identify community events that help promote a common community identity.

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Civic Ideals and Practices</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.3.</b>	<b>The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.3a.</b>	<b>The United States is founded on the democratic principles of equality, fairness, and respect for authority and rules.</b>

GRADE EXPECTATION 2.3a.1. Students will explore democratic principles, such as dignity for all, equality, fairness, and respect for authority and rules, and how those principles are applied to their community.

**Social Studies Online**  
**Grade 1 - Let's Learn About the Government**  
**Grade 2 - Our Government At Work**  
**Grade 3 - How Government Helps Our Communities**

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Civic Ideals and Practices</b>

STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3b.	Government is established to maintain order and keep people safe. Citizens demonstrate respect for authority by obeying rules and laws.

GRADE  
EXPECTATION

2.3b.1.

Students will examine the ways in which the government in their community provides order and keeps people safe, and how citizens can demonstrate respect for authority.

[Social Studies Online](#)

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

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

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3c.	The process of holding elections and voting is an example of democracy in action in schools, communities, New York State, and the nation.

GRADE  
EXPECTATION

2.3c.1.

Students will learn about the process of voting and what opportunities adults in the community have for participation.

[Social Studies Online](#)

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

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

GRADE  
EXPECTATION

2.3c.2.

Students will participate in voting within the classroom and in school, as appropriate.

[Social Studies Online](#)

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

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

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.3.	The United States is founded on the principles of democracy, and these principles are reflected in all types of communities.
EXPECTATION / CONTENT SPECIFICATION	2.3d.	Symbols of American democracy serve to unite community members.

GRADE EXPECTATION	2.3d.1.	Students will examine the symbols of the country, including the eagle, American flag, the Statue of Liberty, the White House, and Mount Rushmore.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.4.	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.
EXPECTATION / CONTENT SPECIFICATION	2.4a.	Communities have the responsibility to make and enforce fair laws and rules that provide for the common good.

GRADE EXPECTATION	2.4a.1.	Students will explain the importance of making fair laws and rules, the benefits of following them, and the consequences of violating them.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	2.4.	Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.
EXPECTATION / CONTENT SPECIFICATION	2.4b.	Communities have leaders who are responsible for making laws and enforcing laws.

GRADE EXPECTATION	2.4b.1.	Students will identify who makes and enforces the rules and laws in their community. They will also explore how leaders make and enforce these rules and laws.  <b><u>Social Studies Online</u></b> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
----------------------	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
---	-------	------------------------------------

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Civic Ideals and Practices</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.4.</b>	<b>Communities have rules and laws that affect how they function. Citizens contribute to a community's government through leadership and service.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.4c.</b>	<b>Citizens provide service to their community in a variety of ways.</b>
GRADE EXPECTATION	2.4c.1.	<p>Students will explore opportunities to provide service to their school community and the community at large (e.g., beautifying school grounds, writing thank-you notes to helpers).</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - All About Work</b>  <b>Grade 2 - Work and Money</b></p>
GRADE EXPECTATION	2.4c.2.	<p>Students will identify how adults can provide service to the school and the community at large.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 1 - All About Work</b>  <b>Grade 2 - Work and Money</b></p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Geography, Humans, and the Environment</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.5.</b>	<b>Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.5a.</b>	<b>Urban, suburban, and rural communities can be located on maps, and the geographic characteristics of these communities can be described by using symbols, map legends, and geographic vocabulary.</b>
GRADE EXPECTATION	2.5a.2.	<p>Students will examine how land within a community is used and classify land use as "residential" (used for housing), "industrial" (used to make things), "commercial" (used to provide services), and "recreational" (where people play or do sports).</p> <p><b><u>Social Studies Online</u></b>  <b>Amazon Rainforest - Grades 2-5</b></p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Geography, Humans, and the Environment</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.5.</b>	<b>Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.</b>

EXPECTATION / CONTENT SPECIFICATION	2.5b.	The location of physical features and natural resources often affects where people settle and may affect how those people sustain themselves.
-------------------------------------	-------	---

GRADE EXPECTATION	2.5b.1.	Students will compare how different communities in their state or nation have developed, and explain how physical features of the community affect the people living there.
-------------------	---------	---

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 3 - Geography of Our Communities

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
EXPECTATION / CONTENT SPECIFICATION	2.5c.	Humans modify the environment of their communities through housing, transportation systems, schools, marketplaces, and recreation areas.

GRADE EXPECTATION	2.5c.1.	Students will explore how humans have positively and negatively affected the environment of their community through such features as roads, highways, buildings, bridges, shopping malls, railroads, and parks.
-------------------	---------	---

**Social Studies Online**

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	2.5.	Geography and natural resources shape where and how urban, suburban, and rural communities develop and how they sustain themselves.
EXPECTATION / CONTENT SPECIFICATION	2.5d.	The location and place of physical features and man-made structures can be described using symbols and specific geography vocabulary.

GRADE EXPECTATION	2.5d.3.	Students will use maps and legends to identify major physical features, such as mountains, rivers, lakes, and oceans of the local community, New York State, and the nation.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - Families and Neighbors</a> <a href="#">Grade 1 - The Earth Around Us</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Washington, DC - Grades K - 5</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	2.6.	Identifying continuities and changes over time can help understand historical developments.
EXPECTATION / CONTENT SPECIFICATION	2.6a.	Continuities and changes over time in communities can be described using historical thinking, vocabulary, and tools such as time lines.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	2.6.	Identifying continuities and changes over time can help understand historical developments.
EXPECTATION / CONTENT SPECIFICATION	2.6b.	Continuities and changes over time in communities can be examined by interpreting evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.
GRADE EXPECTATION	2.6b.1.	Students will examine continuities and changes over time in their community, using evidence such as maps, population charts, photographs, newspapers, biographies, artifacts, and other historical materials.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
GRADE EXPECTATION	2.6b.2.	Students will develop a time line for their community, including important events, such as when the school was built.  <a href="#">Social Studies Online</a> <a href="#">Grade 1 - The Earth Around Us</a>
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities

<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Time, Continuity, and Change</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.7.</b>	<b>Cause-and-effect relationships help us recount events and understand historical development.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.7a.</b>	<b>Cause-and-effect relationships help us to understand the changes in communities.</b>

GRADE  
EXPECTATION

2.7a.1.

Students will distinguish between cause and effect and will examine changes in their community in terms of cause and effect (e.g., automobiles and the growth of suburbs, growing population in suburban areas, and reduction of farms).

**Social Studies Online**

Grade 1 - The Earth Around Us

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Economic Systems</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.8.</b>	<b>Communities face different challenges in meeting their needs and wants.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.8a.</b>	<b>The availability of resources to meet basic needs varies across urban, suburban, and rural communities.</b>

GRADE  
EXPECTATION

2.8a.2.

Students will examine how available resources differ in communities (e.g., home-grown food available in rural farm areas vs. shopping in supermarkets).

**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 / DOMAIN / UNIFYING THEME</b>	<b>NY.2.</b>	<b>My Community and Other Communities</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Economic Systems</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>2.8.</b>	<b>Communities face different challenges in meeting their needs and wants.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>2.8c.</b>	<b>Scarcity, the price of goods and services, and choice all influence economic decisions made by individuals and communities.</b>

GRADE EXPECTATION	2.8c.1.	Students will examine how consumers react to changes in the prices of goods.  <a href="#">Social Studies Online</a> Grade 3 - Businesses At Work
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.8.	Communities face different challenges in meeting their needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.8d.	Taxes are collected to provide communities with goods and services.

GRADE EXPECTATION	2.8d.1.	Students will explore the purpose of taxes and how they are collected in their communities.  <a href="#">Social Studies Online</a> Grade 2 - Work and Money
----------------------	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.9a.	Goods are the products a person or group of people makes. Services are actions performed by a person or group of people with a certain skill.

GRADE EXPECTATION	2.9a.1.	Students will distinguish between goods and services and identify goods produced in their community.  <a href="#">Social Studies Online</a> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
----------------------	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.

EXPECTATION / CONTENT SPECIFICATION	2.9b.	Members of a community specialize in different types of jobs that provide goods and/or services to the community. Community workers such as teachers, firefighters, sanitation workers, and police officers provide services.
GRADE EXPECTATION	2.9b.1.	Students will identify different types of jobs performed in their community.  <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
GRADE EXPECTATION	2.9b.2.	Students will explain the services provided by community workers.  <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / DOMAIN / UNIFYING THEME	NY.2.	My Community and Other Communities
CATEGORY / CLUSTER / KEY IDEA		Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	2.9.	A community requires the interdependence of many people performing a variety of jobs and services to provide basic needs and wants.
EXPECTATION / CONTENT SPECIFICATION	2.9c.	At times, neighboring communities share resources and workers to support multiple communities.
GRADE EXPECTATION	2.9c.1.	Students will explore how communities share resources and services with other communities.  <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - The First Americans

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 3 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.3.2.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	3-LS2-1.	Construct an argument that some animals form groups that help members survive.  <u><b>Social Studies Online</b></u> <u>African Safari</u> <u>Amazon Rainforest - Grades 2-5</u> <u>How Coral Reefs Are Formed</u> <u>The Sahara Desert</u> <u>Who Lives On a Coral Reef?</u>
STANDARD / CONCEPTUAL UNDERSTANDING	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> <u>African Safari</u> <u>Amazon Rainforest - Grades 2-5</u> <u>Amazon Rainforest - People and Threats - Grades 2-5</u> <u>Galapagos Islands</u> <u>Grade 2 - Land and Water Around Us</u> <u>Grade 4 - Southwest Region Early Beginnings</u> <u>Grade 4 - West Region Geography</u> <u>How Coral Reefs Are Formed</u> <u>The Sahara Desert</u> <u>Who Lives On a Coral Reef?</u>
STANDARD / CONCEPTUAL UNDERSTANDING	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> <u>African Safari</u> <u>Amazon Rainforest - People and Threats - Grades 2-5</u> <u>Galapagos Islands</u> <u>Grade 2 - Land and Water Around Us</u> <u>Grade 3 - Geography of Our Communities</u> <u>Grade 4 - West Region Today</u> <u>Who Lives On a Coral Reef?</u>
STRAND / DOMAIN / UNIFYING THEME	NY.3.3.	Inheritance and Variation of Traits: Life Cycles and Traits
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <b><u>Social Studies Online</u></b> Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
STRAND / DOMAIN / UNIFYING THEME	NY.3.4.	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.  <b><u>Social Studies Online</u></b> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / CONCEPTUAL UNDERSTANDI NG	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
STANDARD / CONCEPTUAL UNDERSTANDI NG	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.  <b><u>Social Studies Online</u></b> Grade 3 - Geography of Our Communities

STANDARD / CONCEPTUAL UNDERSTANDI NG	3-ESS2- 3.	Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems.  <a href="#">Social Studies Online</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>
---	---------------	--

**New York State Learning Standards and Core Curriculum**  
**Social Studies**

Grade: **3** - Adopted: **2016/Revised 2017**

STRAND / DOMAIN / UNIFYING THEME	NY.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.3.4.	Determine the meanings of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">The Sahara Desert</a>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.RI.3.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <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>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTANDI NG	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION / CONTENT SPECIFICATION	SL.3.1.e.	Seek to understand and communicate with individuals from different cultural backgrounds.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - A Country of Cultures</a>
---	-----------	--

STRAND / DOMAIN / UNIFYING THEME	NY.SL.3.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**Social Studies Online**  
 African Safari  
 Amazon Rainforest - Grades 2-5  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Exploring Cuba  
 Galapagos Islands  
 Grade 2 - Early Americans  
 Grade 2 - Land and Water Around Us  
 Grade 2 - Living Together  
 Grade 2 - Our Government At Work  
 Grade 2 - Work and Money  
 Grade 3 - A Country of Cultures  
 Grade 3 - Businesses At Work  
 Grade 3 - Geography of Our Communities  
 Grade 3 - How Government Helps Our Communities  
 Grade 3 - How The Country Was Settled  
 Grade 3 - I Am a Consumer  
 Grade 3 - The First Americans  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Midwest Region Today  
 Grade 4 - Northeast  
 Grade 4 - Southeast Region of the U.S.  
 Grade 4 - Southwest Region Early Beginnings  
 Grade 4 - Southwest Region Today  
 Grade 4 - West Region Early Beginnings  
 Grade 4 - West Region Geography  
 Grade 4 - West Region Landforms  
 Grade 4 - West Region Today  
 How Coral Reefs Are Formed  
 Jerusalem - Then and Now (Younger Grades)  
 Paris - City of Light - Grades K - 5  
 Rome - The Eternal City  
 The Sahara Desert  
 Washington, DC - Grades K - 5  
 Who Lives On a Coral Reef?

STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.A.	Gathering, Interpreting, and Using Evidence

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

3P.A.1. Develop questions about a world community.

**Social Studies Online**  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Grade 4 - Northeast  
 Grade 4 - West Region Early Beginnings

STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
---	--------	-----------------------------------

CATEGORY / CLUSTER / KEY IDEA	3P.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.B.1.	<p>Explain how three or more events are related to one another.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.B.3.	<p>Identify causes and effects, using examples from his/her life or from a current event or history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.B.4.	<p>Distinguish between long-term and immediate causes and effects of an event from his/her life or current events or history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.B.5.	<p>Recognize continuity and change over periods of time.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Northeast</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.B.7.	<p>Recognize and identify patterns of continuity and change in world communities.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Early Americans</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Northeast</a></p>
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	3P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.C.1.	<p>Identify a world region by describing a characteristic that places within it have in common.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - People and Threats - Grades 2-5  Grade 2 - Land and Water Around Us  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - West Region Geography  Grade 4 - West Region Landforms</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.C.2.	<p>Identify multiple perspectives by comparing and contrasting points of view in differing world communities.</p> <p><b><u>Social Studies Online</u></b>  Grade 4 - Northeast  Grade 4 - West Region Geography</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.C.3.	<p>Describe a historical event in a world community.</p> <p><b><u>Social Studies Online</u></b>  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  Rome - The Eternal City</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.C.4.	<p>Recognize the relationship between geography, economics, and history in world communities.</p> <p><b><u>Social Studies Online</u></b>  Grade 4 - Northeast  Grade 4 - West Region Geography</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.C.5.	<p>Describe a historical development in a world community, using specific details, including time and place.</p> <p><b><u>Social Studies Online</u></b>  Grade 3 - How The Country Was Settled  Grade 3 - The First Americans  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  Rome - The Eternal City</p>
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.D.1.	<p>Ask geographic questions about where places are located and why they are located there, using geographic representations, such as maps and models. Describe where places are in relation to each other and describe connections between places.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">The Sahara Desert</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.D.2.	<p>Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans).</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</a>  <a href="#">Amazon Rainforest - Grades 2-5</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a>  <a href="#">Exploring Cuba</a>  <a href="#">Grade 2 - Land and Water Around Us</a>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Southeast Region of the U.S.</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - Southwest Region Today</a>  <a href="#">Grade 4 - West Region Landforms</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Paris - City of Light - Grades K - 5</a>  <a href="#">The Sahara Desert</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.D.3.	<p>Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.</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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.D.4.	<p>Recognize a process that applies to population, and a resulting pattern.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 4 - Northeast</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.D.5.	<p>Describe how human activities alter places and regions.</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>
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.E.	Economics and Economic Systems

STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.E.1.	Examine how scarcity affects the decisions about the use of resources by people and governments; examine the costs and benefits of economic decisions.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.E.2.	Identify the variety of resources available in a particular world community that are used to produce goods and/or provide services.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.E.3.	Identify the products found in world communities and the various ways people in those communities pay for products.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a> <a href="#">Grade 3 - I Am a Consumer</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.E.4.	Examine the goods and services provided by world communities; describe what goods and services a world community trades with other world communities.  <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> <a href="#">Grade 3 - I Am a Consumer</a>
STRAND / DOMAIN / UNIFYING THEME	NY.3P.	Grade 3: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	3P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.F.2.	Participate in activities that focus on a classroom, school, or world community issue or problem.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.F.4.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Work and Money</a>
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDI NG	3.1.	Geographic regions have unifying characteristics and can be studied using a variety of tools.

EXPECTATION / CONTENT SPECIFICATION	3.1a.	Earth is comprised of water and large land masses that can be divided into distinct regions.
GRADE EXPECTATION	3.1a.1.	Students will identify the continents and oceans, by using globes and maps.  <a href="#">Social Studies Online</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a>
ST RAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.1.	Geographic regions have unifying characteristics and can be studied using a variety of tools.
EXPECTATION / CONTENT SPECIFICATION	3.1b.	Globes, maps, photographs, and satellite images contain geographic information. Maps often have a title, legend or key, compass orientation, author, date, grid, and scale.
GRADE EXPECTATION	3.1b.1.	Students will identify the differences between a globe and a map.  <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 EXPECTATION	3.1b.2.	Students will examine a variety of maps for at least two of the selected world communities, looking for structural features of the map such as title, legend or key, compass orientation, author, date, grid, and scale. These should include political, physical, vegetation, and resource maps. A variety of scale should be represented (e.g., continent vs. country, country vs. city).  <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 EXPECTATION	3.1b.3.	Students will compare geographic information found in photographs and satellite images with other representations of the same area and identify differences for at least one of the selected world communities.  <a href="#">Social Studies Online</a> <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>

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3.</b>	<b>Communities around the World</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Geography, Humans, and the Environment</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3.2.</b>	<b>The location of world communities can be described using geographic tools and vocabulary.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3.2a.</b>	<b>World communities can be located on globes and maps.</b>

GRADE EXPECTATION 3.2a.1. Students will examine where each selected world community is located.

**Social Studies Online**

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3.</b>	<b>Communities around the World</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Geography, Humans, and the Environment</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3.2.</b>	<b>The location of world communities can be described using geographic tools and vocabulary.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3.2b.</b>	<b>World communities can be located in relation to each other and to principle parallels and meridians.</b>

GRADE EXPECTATION 3.2b.1. Students will examine the location of each selected world community relative to the United States and other selected world communities. Students will locate each selected world community in relationship to principal parallels (equator, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, and Antarctic Circle) and meridians (Prime Meridian) using cardinal and intermediate directions.

**Social Studies Online**

Grade 4 - West Region Geography

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.3.</b>	<b>Communities around the World</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Geography, Humans, and the Environment</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>3.3.</b>	<b>Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.</b>
<b>EXPECTATION / CONTENT SPECIFICATION</b>	<b>3.3a.</b>	<b>Geographic factors influence where people settle and their lifestyle. Some geographic factors make a location more suitable for settlement, while others act as deterrents.</b>

GRADE EXPECTATION	3.3a.1.	Students will examine the geographic factors of each selected world community, including physical features and climate, noting how certain factors are likely to support settlement and larger populations.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
----------------------	---------	--

GRADE EXPECTATION	3.3a.2.	Students will investigate the lifestyle of the people who live in each selected world community and how the lifestyle has been influenced by the geographic factors.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
----------------------	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTANDING	3.3.	Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
EXPECTATION / CONTENT SPECIFICATION	3.3b.	People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.

GRADE EXPECTATION	3.3b.1.	Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Grade 2 - Land and Water Around Us</a> <a href="#">Grade 3 - Geography of Our Communities</a>
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Time, Continuity, and Change
STANDARD / CONCEPTUAL UNDERSTANDING	3.4.	Each community or culture has a unique history, including heroic figures, traditions, and holidays.
EXPECTATION / CONTENT SPECIFICATION	3.4b.	Arts, music, dance, and literature develop through a community's history.

GRADE EXPECTATION	3.4b.1.	Students will explore the arts, music, dance, and literature of each selected world community.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures
STANDARD / CONCEPTUAL UNDERSTANDING	3.5.	Communities share cultural similarities and differences across the world.
EXPECTATION / CONTENT SPECIFICATION	3.5a.	The structure and activities of families and schools share similarities and differences across world communities.

GRADE  
EXPECTATION

3.5a.1.

Students will compare and contrast the structure and activities of families and schools in each selected community with their own.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures
STANDARD / CONCEPTUAL UNDERSTANDING	3.5.	Communities share cultural similarities and differences across the world.
EXPECTATION / CONTENT SPECIFICATION	3.5b.	Communities around the world can be diverse in terms of their members, languages spoken, customs and traditions, and religious beliefs and practices. People in world communities celebrate various holidays and festivals.

GRADE  
EXPECTATION

3.5b.1.

Students will examine each selected world community in terms of its members, languages spoken, customs and traditions, and religious beliefs and practices.

**Social Studies Online**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Development, Movement, and Interaction of Cultures

STANDARD / CONCEPTUAL UNDERSTANDING	3.6.	Communities from around the world interact with other people and communities and exchange cultural ideas and practices.
EXPECTATION / CONTENT SPECIFICATION	3.6a.	Cultural diffusion is the process by which cultures exchange and transmit ideas, beliefs, technologies, and goods over time.

GRADE EXPECTATION 3.6a.2. Students will examine people, goods, and ideas from each selected world community that have diffused into other communities and their effects on those communities.

**Social Studies Online**

Exploring Cuba

Grade 2 - Work and Money

Grade 3 - Businesses At Work

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTANDING	3.8.	The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.
EXPECTATION / CONTENT SPECIFICATION	3.8c.	When faced with prejudice and discrimination, people can take steps to support social action and change.

GRADE EXPECTATION 3.8c.1. Students will investigate steps people can take to support social action and change.

**Social Studies Online**

Grade 2 - Work and Money

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.9.	Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
EXPECTATION / CONTENT SPECIFICATION	3.9a.	World communities use human and natural resources in different ways.

GRADE EXPECTATION	3.9a.1.	<p>Students will investigate available resources for each selected world community and how these resources are used to meet basic needs and wants.</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 EXPECTATION	3.9a.2.	<p>Students will explore the concepts of surplus and scarcity in relation to resources for each selected world community.</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>
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.9.	Communities meet their needs and wants in a variety of ways, forming the basis for their economy.
EXPECTATION / CONTENT SPECIFICATION	3.9b.	People in communities have various ways of meeting their basic needs and earning a living.

GRADE EXPECTATION	3.9b.1.	<p>Students will investigate how each selected world community meets its basic needs of food, clothing, and shelter, and compare that to their own community.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - I Am a Consumer</a></p>
----------------------	---------	---

GRADE EXPECTATION	3.9b.2.	<p>Students will examine the various ways people earn a living and how this has changed, if at all, over time in each selected world community.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Grade 2 - Work and Money</a>  <a href="#">Grade 3 - I Am a Consumer</a></p>
----------------------	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.10.	Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
EXPECTATION / CONTENT SPECIFICATION	3.10a.	Communities around the world produce goods and provide services.

GRADE EXPECTATION	3.10a.1.	Students will determine what goods are produced and services are provided in each selected world community.
-------------------	----------	---

**Social Studies Online**

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

GRADE EXPECTATION	3.10a.2.	Students will examine how the goods are produced within each selected world community.
-------------------	----------	--

**Social Studies Online**

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Creation, Expansion, and Interaction of Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDING	3.10.	Each community develops an economic system that addresses three questions: what will be produced, how will it be produced, and who will get what is produced?
EXPECTATION / CONTENT SPECIFICATION	3.10b.	World communities have needs, wants, and limited resources. To meet their needs and wants, communities trade with others. Technological developments in transportation and communication have influenced trade.

GRADE EXPECTATION	3.10b.1.	Students will examine each selected world community in terms of what products and/or services it exports to other communities.
-------------------	----------	--

**Social Studies Online**

Grade 3 - Businesses At Work

GRADE EXPECTATION	3.10b.2.	Students will examine each selected world community in terms of what products and/or services it imports from other communities.
-------------------	----------	--

**Social Studies Online**

Grade 3 - Businesses At Work

GRADE EXPECTATION	3.10b.3.	<p>Students will explore the basic economic concepts of supply and demand and how they influence prices and trade.</p> <p><b><u>Social Studies Online</u></b>  <b>Grade 3 - Businesses At Work</b></p>
GRADE EXPECTATION	3.10b.4.	<p>Students will examine how technological developments in transportation and communication have influenced trade over time.</p> <p><b><u>Social Studies Online</u></b>  <b>Exploring Cuba</b>  <b>Grade 2 - Work and Money</b>  <b>Grade 3 - Businesses At Work</b></p>

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 4 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.4.1.	Energy
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

STRAND / DOMAIN / UNIFYING THEME	NY.4.2.	Waves: Waves and Information
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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

**Social Studies Online**

Grade 3 - Geography of Our Communities

STRAND / DOMAIN / UNIFYING THEME	NY.4.3.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	4-LS1-1.	Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</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>
---	----------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Geography</a> <a href="#">Who Lives On a Coral Reef?</a>
---	----------	---

STRAND / DOMAIN / UNIFYING THEME	NY.4.4.	Earth's Systems: Processes that Shape the Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a>
---	-----------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Geography of Our Communities</a>
---	-----------	--

**New York State Learning Standards and Core Curriculum**

**Social Studies**

Grade: 4 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RI.4.	Reading Standards for Informational Text
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.4.4.	Determine the meanings of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
---	---------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	RI.4.5.	Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.SL.4.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
STANDARD / CONCEPTUAL UNDERSTAND ING	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION / CONTENT SPECIFICATION	SL.4.1.e.	Seek to understand and communicate with individuals from different perspectives and cultural backgrounds.  <b><u>Social Studies Online</u></b> Grade 3 - A Country of Cultures
---	-----------	---

STRAND / DOMAIN / UNIFYING THEME	NY.SL.4.	Speaking and Listening Standards
CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration

STANDARD / CONCEPTUAL UNDERSTANDI NG	SL.4.3.	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><b><u>Social Studies Online</u></b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Barcelona</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Galapagos Islands</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Businesses At Work</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - How Government Helps Our Communities</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - I Am a Consumer</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>How Coral Reefs Are Formed</p> <p>Jerusalem - Then and Now (Younger Grades)</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>Rome - The Eternal City</p> <p>The Sahara Desert</p> <p>Tokyo - City of Contrasts</p> <p>Washington, DC - Grades K - 5</p> <p>Who Lives On a Coral Reef?</p>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.B.	Chronological Reasoning and Causation

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.3.	<p>Identify the relationship between multiple causes and multiple effects, using examples from his/her life or from a current event or history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.4.	<p>Distinguish between long-term and immediate causes and effects of a current event or an event in history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 3 - How The Country Was Settled</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.5.	<p>Recognize dynamics of historical continuity and change over periods of time.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 3 - The First Americans</a>  <a href="#">Grade 4 - Northeast</a></p>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.C.	Comparison and Contextualization

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.C.2.	Identify multiple perspectives on an historical event.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.C.4.	Recognize the relationship between geography, economics, and history in social studies.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.1.	Use location terms and geographic representations (maps and models) to describe where places are in relation to each other, to describe connections between places, and to evaluate the benefits of particular places for purposeful activities.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.2.	Distinguish human activities and human-made features from "environments" (natural events or physical features —land, air, and water—that are not directly made by humans).  <b><u>Social Studies Online</u></b> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.3.	Identify how environments affect human activities and how human activities affect physical environments.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - West Region Geography</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.5.	Describe how human activities alter places and regions.  <a href="#">Social Studies Online</a> <a href="#">Amazon Rainforest - Grades 2-5</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.1.	Explain how scarcity necessitates decision making; compare the costs and benefits of individual and economic decisions.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.2.	Distinguish between the various types of resources (human capital, physical capital, and natural resources) required to produce goods and services.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - Businesses At Work</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.E.3.	Explain the role of money in making exchange easier; examine the role of corporations and labor unions in an economy.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Grade 3 - Businesses At Work</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4P.	Grade 4: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	4P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.F.8.	Identify rights and responsibilities as a citizen of your community and state.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)

STANDARD / CONCEPTUAL UNDERSTANDING	4.2a.	Geographic factors often influenced locations of early settlements. People made use of the resources and the lands around them to meet their basic needs of food, clothing, and shelter.
---	-------	--

EXPECTATION /  
CONTENT  
SPECIFICATION

4.2a.2. Students will investigate how Native Americans such as the Haudenosaunee (Iroquois) and the Algonquian-speaking peoples adapted to and modified their environment to meet their needs and wants.

**Social Studies Online**  
[Grade 3 - The First Americans](#)  
[Grade 4 - West Region Early Beginnings](#)

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.2.	NATIVE AMERICAN GROUPS AND THE ENVIRONMENT: Native American groups, chiefly the Haudenosaunee (Iroquois) and Algonquian-speaking groups, inhabited the region that became New York State. These people interacted with the environment and developed unique cultures. (Standards: 1, 3, 5; Themes: ID, MOV, GEO, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.2c.	Each Native American group developed a unique way of life with a shared set of customs, beliefs, and values.

EXPECTATION /  
CONTENT  
SPECIFICATION

4.2c.1. Students will examine Native American traditions; work specialization and the roles of men, women, and children in their society; transportation systems; and technology.

**Social Studies Online**  
[Grade 3 - A Country of Cultures](#)  
[Grade 3 - The First Americans](#)  
[Grade 4 - West Region Early Beginnings](#)

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.3.	COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK: European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.3a.	Europeans in search of a route to Asia explored New York's waterways. Early settlements began as trading posts or missions.

EXPECTATION /  
CONTENT  
SPECIFICATION

4.3a.1. Students will map the voyages of Verrazano, Hudson, and Champlain and will determine which Native American peoples encountered these explorers.

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

EXPECTATION /  
CONTENT  
SPECIFICATION

4.3a.2. Students will investigate the interactions and relationships between Native American groups, Dutch and French fur traders, French missionaries, and early settlers, noting the different perspectives toward land ownership and use of resources.

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

STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
---	-------	---

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>4.3.</b>	<b>COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:</b> European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4.3b.</b>	Colonial New York became home to many different peoples, including European immigrants, and free and enslaved Africans. Colonists developed different lifestyles.

EXPECTATION / CONTENT SPECIFICATION	4.3b.1.	Students will trace colonial history from the Dutch colony of New Netherland to the English colony of New York, making note of lasting Dutch contributions.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
-------------------------------------	---------	---

EXPECTATION / CONTENT SPECIFICATION	4.3b.2.	Student will investigate colonial life under the Dutch and the English, examining the diverse origins of the people living in the colony.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
-------------------------------------	---------	---

EXPECTATION / CONTENT SPECIFICATION	4.3b.3.	Students will examine the colonial experience of African Americans, comparing and contrasting life under the Dutch and under the British.  <a href="#">Social Studies Online</a> Grade 4 - Southeast Region of the U.S.
-------------------------------------	---------	--

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4.</b>	<b>New York State and Local History and Government</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>4.3.</b>	<b>COLONIAL AND REVOLUTIONARY PERIOD IN NEW YORK:</b> European exploration led to the colonization of the region that became New York State. Beginning in the early 1600s, colonial New York was home to people from many different countries. Colonial New York was important during the Revolutionary Period. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, SOC, GOV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4.3d.</b>	Growing conflicts between England and the 13 colonies over issues of political and economic rights led to the American Revolution. New York played a significant role during the Revolution, in part due to its geographic location.

EXPECTATION / CONTENT SPECIFICATION	4.3d.1.	Students will examine issues of political and economic rights that led to the American Revolution.  <a href="#">Social Studies Online</a> Grade 3 - The First Americans Grade 4 - Northeast
-------------------------------------	---------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.4.</b>	<b>New York State and Local History and Government</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>4.4.</b>	<b>GOVERNMENT:</b> There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>4.4a.</b>	After the Revolution, the United States of America established a federal government; colonies established state governments.

EXPECTATION / CONTENT SPECIFICATION	4.4a.1.	Students will examine the basic structure of the federal government, including the president, Congress, and the courts.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
EXPECTATION / CONTENT SPECIFICATION	4.4a.2.	Students will explore ways that the federal, state, and local governments meet the needs of citizens, looking for similarities and differences between the different levels of government.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4c.	Government in New York State is organized into counties, cities, towns, and villages.
EXPECTATION / CONTENT SPECIFICATION	4.4c.2.	Students will identify the borough of New York City in which they live, and in which county the borough is located.  <a href="#">Social Studies Online</a> Grade 4 - Northeast
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4d.	New Yorkers have rights and freedoms that are guaranteed in the United States Constitution, in the New York State Constitution, and by state laws.
EXPECTATION / CONTENT SPECIFICATION	4.4d.1.	Students will examine the rights and freedoms guaranteed to citizens.  <a href="#">Social Studies Online</a> Grade 3 - How Government Helps Our Communities
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.4.	GOVERNMENT: There are different levels of government within the United States and New York State. The purpose of government is to protect the rights of citizens and to promote the common good. The government of New York State establishes rights, freedoms, and responsibilities for its citizens. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	4.4e.	Citizens of the State of New York have responsibilities that help their nation, their state, and their local communities function. Some responsibilities are stated in laws.

EXPECTATION / CONTENT SPECIFICATION	4.4e.2.	Students will discuss active citizenship and adults' responsibility to vote, to understand important issues, and to serve on a jury.  <a href="#">Social Studies Online</a> <a href="#">Grade 3 - How Government Helps Our Communities</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.6.	WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.6b.	In order to connect the Great Lakes with the Atlantic Ocean, the Erie Canal was built. Existing towns expanded and new towns grew along the canal. New York City became the busiest port in the country.
EXPECTATION / CONTENT SPECIFICATION	4.6b.3.	Students will locate and name at least five towns and four cities along the canal, and identify major products shipped using the canal.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.6.	WESTWARD MOVEMENT AND INDUSTRIALIZATION: New York State played an important role in the growth of the United States. During the 1800s, people traveled west looking for opportunities. Economic activities in New York State are varied and have changed over time, with improvements in transportation and technology. (Standards: 1, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.6c.	Improved technology such as the steam engine and the telegraph made transportation and communication faster and easier. Later developments in transportation and communication technology had an effect on communities, the State, and the world.
EXPECTATION / CONTENT SPECIFICATION	4.6c.2.	Students will trace developments in transportation and communication technology from the 1800s to the present, noting the effects that these changes had on their communities, the State, and the world.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - Northeast</a>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.7.	IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.7a.	Immigrants came to New York State for a variety of reasons. Many immigrants arriving in New York City were greeted by the sight of the Statue of Liberty and were processed through Ellis Island.

EXPECTATION / CONTENT SPECIFICATION	4.7a.1.	Students will trace the arrival of various immigrant groups to New York State in the mid-1800s, 1890s, 1920s, mid-1900s, 1990s, and today; examining why they came and where they settled, noting the role of the Irish potato famine.  <b><u>Social Studies Online</u></b> <b>Grade 4 - Northeast</b>
EXPECTATION / CONTENT SPECIFICATION	4.7a.2.	Students will explore the experiences of immigrants being processed at Ellis Island and what challenges immigrants faced.  <b><u>Social Studies Online</u></b> <b>Grade 4 - Northeast</b>
EXPECTATION / CONTENT SPECIFICATION	4.7a.4.	Students will investigate the requirements for becoming a United States citizen.  <b><u>Social Studies Online</u></b> <b>Grade 3 - How Government Helps Our Communities</b>
STRAND / DOMAIN / UNIFYING THEME	NY.4.	New York State and Local History and Government
CATEGORY / CLUSTER / KEY IDEA	4.7.	IMMIGRATION AND MIGRATION FROM THE EARLY 1800S TO THE PRESENT: Many people have immigrated and migrated to New York State contributing to its cultural growth and development. (Standards: 1, 3, 4, 5; Themes: ID, MOV, CIV, ECO, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	4.7b.	Beginning in the 1890s, large numbers of African Americans migrated to New York City and other northern cities to work in factories.
EXPECTATION / CONTENT SPECIFICATION	4.7b.1.	Students will investigate the reasons that African Americans moved into northern cities.  <b><u>Social Studies Online</u></b> <b>Grade 3 - How The Country Was Settled</b> <b>Grade 4 - Midwest Region Today</b>
EXPECTATION / CONTENT SPECIFICATION	4.7b.2.	Students will investigate artists, writers, and musicians associated with the Harlem Renaissance.  <b><u>Social Studies Online</u></b> <b>Grade 4 - Midwest Region Today</b>

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 5 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.5.2.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING  
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?

STANDARD / CONCEPTUAL UNDERSTANDING  
5-LS2-1. Develop a model to describe the movement of matter among plants (producers), animals (consumers), 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 / DOMAIN / UNIFYING THEME	NY.5.3.	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDING  
5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Social Studies Online**

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

STANDARD / CONCEPTUAL UNDERSTANDING  
5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

**Social Studies Online**

National Parks - Nevada, California

STANDARD / CONCEPTUAL UNDERSTANDI NG	5-ESS3- 1.	Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Amazon Rainforest - People and Threats - Grades 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Galapagos Islands</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">National Parks - Alaska &amp; Hawaii</a> <a href="#">National Parks - Nevada, California</a> <a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a> <a href="#">National Parks - Wyoming, Utah</a> <a href="#">Who Lives On a Coral Reef?</a>

**New York State Learning Standards and Core Curriculum**

**Social Studies**

Grade: 5 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5- 8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
		<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> <a href="#">The Sahara Desert</a>

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5- 8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		<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="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Barcelona</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Galapagos Islands</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="#">How Coral Reefs Are Formed</a> <a href="#">Jerusalem - Then and Now (Younger Grades)</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="#">Rome - The Eternal City</a> <a href="#">The Sahara Desert</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Washington, DC - Grades K - 5</a> <a href="#">Who Lives On a Coral Reef?</a>

STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.A.	Gathering, Interpreting, and Using Evidence

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.A.1.	Develop questions to help identify evidence about topics related to the historical events occurring in the Western Hemisphere that can be answered by gathering, interpreting, and using evidence.
		<a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a>

STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.B.	Chronological Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.3.	Identify causes and effects using examples from current events or grade-level content and historical events.  <b><u>Social Studies Online</u></b> 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
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.4.	Identify and classify the relationship between multiple causes and multiple effects.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.5.	Distinguish between long-term and immediate causes and effects of an event from current events or history.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.6.	<p>Recognize the dynamics of historical continuity and change over periods of time. Identify important turning points in history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 4 - Northeast</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.7.	<p>Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.8.	<p>Recognize and identify patterns of continuity and change in history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Grade 4 - Northeast</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.9.	<p>Understand the role of periodization as a practice in history and social studies.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Grade 4 - Midwest Region Early Beginnings</a>  <a href="#">Grade 4 - Midwest Region Today</a>  <a href="#">Grade 4 - Northeast</a>  <a href="#">Grade 4 - Southwest Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Early Beginnings</a>  <a href="#">Grade 4 - West Region Today</a>  <a href="#">Rome - The Eternal City</a></p>
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.C.1.	<p>Identify a region in the Western Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions. Understand how regions can be defined as sharing common characteristics in contrast with other regions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</a>  <a href="#">Galapagos Islands</a></p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.C.2.	<p>Categorize divergent perspectives of an individual historical event.</p> <p><b><u>Social Studies Online</u></b>  Canada: Our Northern Neighbor  Grade 4 - Northeast  Grade 4 - West Region Geography</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.C.3.	<p>Describe and compare events in the history of the Western Hemisphere in societies in similar chronological contexts and in various geographical contexts.</p> <p><b><u>Social Studies Online</u></b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Exploring Cuba  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  Washington, DC - Grades K - 5</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.C.4.	<p>Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the Western Hemisphere.</p> <p><b><u>Social Studies Online</u></b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Exploring Cuba  Galapagos Islands  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Midwest Region Today  Grade 4 - Northeast  Grade 4 - Southwest Region Early Beginnings  Grade 4 - West Region Early Beginnings  Grade 4 - West Region Today  Washington, DC - Grades K - 5</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.C.5.	Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support.
		<b>Social Studies Online</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="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Barcelona</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 - Midwest Region Today</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">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>

STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans) in the Western Hemisphere.
		<b>Social Studies Online</b> <a href="#">Grade 4 - Midwest Region Early Beginnings</a> <a href="#">Grade 4 - Midwest Region Today</a> <a href="#">Grade 4 - Northeast</a> <a href="#">Grade 4 - Southeast Region of the U.S.</a> <a href="#">Grade 4 - Southwest Region Early Beginnings</a> <a href="#">Grade 4 - Southwest Region Today</a> <a href="#">Grade 4 - West Region Landforms</a> <a href="#">Grade 4 - West Region Today</a> <a href="#">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="#">Washington, DC - Grades K - 5</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.D.4.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Western Hemisphere.
		<b>Social Studies Online</b> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Grade 4 - Northeast</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.D.6.	Recognize that boundaries and definition of location are historically constructed.  <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>
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.E.	Economics and Economic Systems
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.E.1.	Explain how scarcity necessitates decision making; employ examples from the Western Hemisphere to illustrate the role of scarcity historically and in current events.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.E.4.	Examine the role of job specialization and trade historically and during contemporary times in the Western Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">Exploring Cuba</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.E.6.	Describe government decisions that affect economies in case studies from the Western Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a>
STRAND / DOMAIN / UNIFYING THEME	NY.5P.	Grade 5: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	5P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.F.3.	Identify different types of political systems and ideologies used at various times and in various locations in the Western Hemisphere, and identify the roles of individuals and key groups in those political and social systems.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Washington, DC - Grades K - 5</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.F.4.	Identify opportunities for and the role of the individual in social and political participation at various times and in various locations in the Western Hemisphere outside the United States.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.F.7.	Describe the roles of people in power in the Western Hemisphere, both historically and currently. Identify ways that current figures can influence people's rights and freedom.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.F.8.	Identify rights and responsibilities of citizens within societies in the Western Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">Barcelona</a> <a href="#">Exploring Cuba</a>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.1.	EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)
STANDARD / CONCEPTUAL UNDERSTAND ING	5.1a.	Various forms of scientific evidence suggest that humans came to North America approximately 25,000 to 14,000 years ago and spread southward to South America.

EXPECTATION / CONTENT SPECIFICATION	5.1a.1.	Students will examine the various theories of the migration routes by which the first humans may have arrived, including the Bering land bridge, using maps and archaeological evidence.  <a href="#">Social Studies Online</a> <a href="#">Grade 4 - West Region Early Beginnings</a>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.1.	EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)

STANDARD / CONCEPTUAL UNDERSTANDI NG	5.1b.	Human populations that settled along rivers, in rainforests, along oceans, in deserts, on plains, in mountains, and in cold climates adapted to and made use of the resources and environment around them in developing distinct ways of life.  <a href="#">Social Studies Online</a> <a href="#">Ancient Mayan Civilization</a>
---	-------	---

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.1.	EARLY PEOPLES OF THE AMERICAS: The first humans in the Western Hemisphere modified their physical environment as well as adapted to their environment. Their interactions with their environment led to various innovations and to the development of unique cultures. (Standards: 1, 2, 3; Themes: ID, MOV, TCC, GEO)
STANDARD / CONCEPTUAL UNDERSTAND ING	5.1c.	Early peoples living together in settlements developed shared cultures with customs, beliefs, values, and languages that give identity to the group. These early peoples also developed patterns of organization and governance to manage their societies.

EXPECTATION / CONTENT SPECIFICATION	5.1c.1.	Students will examine maps that show the variety of different Native American groups located in the Western Hemisphere, noting that there are many different culture groups in many different types of physical, climate, and vegetative regions.  <b><u>Social Studies Online</u></b> <b><u>Grade 4 - West Region Early Beginnings</u></b>
---	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.1c.2.	Students will select one Native American culture group from the United States, one from Canada, and one from the Caribbean region and compare and contrast them by examining how each of these groups adapted to and used the environment and its resources to meet their basic needs, and by examining elements of their culture, including customs, beliefs, values, languages, and patterns of organization and governance.  <b><u>Social Studies Online</u></b> <b><u>Grade 4 - West Region Early Beginnings</u></b>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.2.	<b>COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)</b>
STANDARD / CONCEPTUAL UNDERSTANDING	5.2a.	<b>Civilizations share certain common characteristics of religion, job specialization, cities, government, language and writing systems, technology, and social hierarchy.</b>

EXPECTATION / CONTENT SPECIFICATION	5.2a.1.	Students will locate the complex societies and civilizations of the Mayas, Aztecs, and Incas on a map, and students will determine when these societies and civilizations occurred.  <b><u>Social Studies Online</u></b> <b><u>Ancient Mayan Civilization</u></b>
---	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.2a.2.	Students will investigate the characteristics of the Mayas, Aztecs, and Incas, noting similarities and differences.  <b><u>Social Studies Online</u></b> <b><u>Ancient Mayan Civilization</u></b>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.2.	<b>COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)</b>
STANDARD / CONCEPTUAL UNDERSTANDING	5.2b.	<b>Complex societies and civilizations adapted to and modified their environment to meet the needs of their people.</b>

EXPECTATION / CONTENT SPECIFICATION	5.2b.1.	Students will compare how the Mayas, Aztecs, and Incas adapted to and modified their environment to meet the needs of the people, examining the clothing, farming, shelter, and transportation systems for each.  <b><u>Social Studies Online</u></b> <b><u>Ancient Mayan Civilization</u></b>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
---	-------	------------------------

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.2.</b>	<b>COMPLEX SOCIETIES AND CIVILIZATIONS: Between 1100 B.C.E. and 1500 C.E, complex societies and civilizations developed in the Western Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. (Standards: 2, 3; Themes: ID, TCC, GEO, GOV)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.2c.</b>	<b>Political states can take different forms, such as city-states and empires. A city-state is comprised of a city with a government that controls the surrounding territory, while an empire is a political organization developed when a single, supreme authority conquers other geographic and/or cultural regions beyond its initial settlements.</b>

EXPECTATION / CONTENT SPECIFICATION      5.2c.1.      Students will compare and contrast political states of the Maya and the Aztec, noting the territories that they controlled, the type of rule each had, and how the ruler attempted to unify the people.

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.</b>	<b>The Western Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.3.</b>	<b>EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.3a.</b>	<b>Europeans traveled to the Americas in search of new trade routes, including a northwest passage, and resources. They hoped to gain wealth, power, and glory.</b>

EXPECTATION / CONTENT SPECIFICATION      5.3a.1.      Students will investigate explorers from different European countries and map the areas of the Western Hemisphere where they explored, including Christopher Columbus, John Cabot, Jacques Cartier, Pedro Cabral, and Vasco Nunez de Balboa.

[Social Studies Online](#)  
[Canada: Our Northern Neighbor](#)  
[Grade 4 - West Region Early Beginnings](#)

EXPECTATION / CONTENT SPECIFICATION      5.3a.2.      Students will map the key areas of the Western Hemisphere that were colonized by the English, Dutch, French, Portuguese, and Spanish, comparing the locations, relative sizes, and key resources of these regions.

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

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.</b>	<b>The Western Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.3.</b>	<b>EUROPEAN EXPLORATION AND ITS EFFECTS: Various European powers explored and eventually colonized the Western Hemisphere. This had a profound effect on Native Americans and led to the transatlantic slave trade. (Standards: 1, 2, 3, 4; Themes: MOV, TCC, GEO, ECO, EXCH)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.3b.</b>	<b>Europeans encountered and interacted with Native Americans in a variety of ways.</b>

EXPECTATION / CONTENT SPECIFICATION      5.3b.2.      Students will examine European interactions with Native Americans, using these examples:

GRADE EXPECTATION      5.3b.2.b.      French in Canada and the fur trade

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

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.4.	GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	5.4b.	The Western Hemisphere can be divided into regions. Regions are areas that share common, identifiable characteristics such as physical, political, economic, or cultural features. Regions within the Western Hemisphere include:

EXPECTATION / CONTENT SPECIFICATION	5.4b.a.	<p>North America (Canada and the United States)</p> <p><a href="#">Social Studies Online</a></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>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>Washington, DC - Grades K - 5</p>
-------------------------------------	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.4b.b.	<p>Mesoamerica (Mexico and Central America)</p> <p><a href="#">Social Studies Online</a></p> <p>Exploring Cuba</p>
-------------------------------------	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.4b.d.	<p>South America</p> <p><a href="#">Social Studies Online</a></p> <p>Galapagos Islands</p>
-------------------------------------	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.4.	GEOGRAPHY IN THE WESTERN HEMISPHERE: The diverse geography of the Western Hemisphere has influenced human culture and settlement in distinct ways. Human communities in the Western Hemisphere have modified the physical environment. (Standard: 3, Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	5.4c.	The physical environment influences human population distribution, land use, and other forms of economic activity.

EXPECTATION / CONTENT SPECIFICATION	5.4c.1.	<p>Students will map the regions within the Western Hemisphere and locate major physical features within each region.</p> <p><b>Social Studies Online</b>  Canada: Coast to Coast  Canada: Our Northern Neighbor  Exploring Cuba  Galapagos Islands  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 Early Beginnings  Grade 4 - West Region Geography  Grade 4 - West Region Landforms  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  Washington, DC - Grades K - 5</p>
---	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.4c.2.	<p>Students will create a political map of the Western Hemisphere, noting which countries are in which region, and a political map of the United States showing the location of the states.</p> <p><b>Social Studies Online</b>  Barcelona  Grade 4 - Midwest Region Early Beginnings  Grade 4 - Northeast  Grade 4 - Southeast Region of the U.S.  Grade 4 - Southwest Region Early Beginnings</p>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.5.	The Western Hemisphere
CATEGORY / CLUSTER / KEY IDEA	5.5.	<b>COMPARATIVE CULTURES:</b> The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	5.5a.	The countries of the Western Hemisphere have varied characteristics and contributions that distinguish them from other countries.

EXPECTATION / CONTENT SPECIFICATION	5.5a.1.	<p>Students will explore key cultural characteristics, such as the languages, religions and contributions, of the United States, Canada, Mexico, and one Caribbean or one South American country.</p> <p><b>Social Studies Online</b>  Canada: Our Northern Neighbor  Exploring Cuba</p>
---	---------	--

EXPECTATION / CONTENT SPECIFICATION	5.5a.2.	<p>Students will compare and contrast key cultural characteristics and contributions associated with the United States with those associated with Canada, Mexico, and a country in either the Caribbean or South America.</p> <p><b>Social Studies Online</b>  Exploring Cuba  Grade 4 - Northeast</p>
---	---------	--

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.</b>	<b>The Western Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.6.</b>	<b>GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.6a.</b>	<b>Government structures, functions, and founding documents vary from place to place in the countries of the Western Hemisphere.</b>

EXPECTATION / CONTENT SPECIFICATION	5.6a.1.	Students will examine the basic structure of the United States federal government, including the president, Congress, and the courts.  <b><u>Social Studies Online</u></b> Washington, DC - Grades K - 5
EXPECTATION / CONTENT SPECIFICATION	5.6a.2.	Students will examine the foundational documents of the United States government for evidence of the country's beliefs, values, and principles.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
EXPECTATION / CONTENT SPECIFICATION	5.6a.3.	Students will compare and contrast the government structures and functions of the United States government with those of Canada, Mexico, and one other country in either the Caribbean or South America.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.</b>	<b>The Western Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.6.</b>	<b>GOVERNMENT: The political systems of the Western Hemisphere vary in structure and organization across time and place. (Standards: 5; Themes: GOV, CIV)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.6b.</b>	<b>Legal, political, and historic documents define the values, beliefs, and principles of constitutional democracy.</b>

EXPECTATION / CONTENT SPECIFICATION	5.6b.1.	Students will examine the Declaration of Independence, the United States Constitution and Bill of Rights, the British North America Act, and the Canadian Bill of Rights in terms of key values, beliefs, and principles of constitutional democracy.  <b><u>Social Studies Online</u></b> Grade 4 - Northeast
-------------------------------------	---------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.5.</b>	<b>The Western Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>5.7.</b>	<b>ECONOMICS: The peoples of the Western Hemisphere have developed various ways to meet their needs and wants. Many of the countries of the Western Hemisphere trade with each other, as well as with other countries around the world. (Standards: 1, 2, 3, 4; Themes: TCC, GEO, ECO, EXCH)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>5.7b.</b>	<b>Peoples of the Western Hemisphere have engaged in a variety of economic activities to meet their needs and wants.</b>

EXPECTATION / CONTENT SPECIFICATION	5.7b.1.	<p>Students will identify the major natural resources of the United States, Canada, Mexico, and one Caribbean or one South American country to determine the major industries of those countries in relation to available resources.</p> <p><b><u>Social Studies Online</u></b>  <b><u>Grade 4 - Northeast</u></b>  <b><u>Grade 4 - West Region Geography</u></b></p>
---	---------	---

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 6 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.1.	Structure and Properties of Matter
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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 / DOMAIN / UNIFYING THEME	NY.MS.6.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
3.

Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.

**Social Studies Online**

Galapagos Islands

The Sahara Desert

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
8.

Gather and synthesize information that sensory receptors respond to stimuli, resulting in immediate behavior and/or storage as memories.

**Social Studies Online**

Who Lives On a Coral Reef?

STRAND / DOMAIN / UNIFYING THEME	NY.MS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>  <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="#">Galapagos Islands</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>  <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 - Washington, Oregon, Idaho, Montana, Colorado</a>  <a href="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 2.	<p>Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.</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="#">The Sahara Desert</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	<p><a href="#">Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.</a></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>

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.9.</b>	<b>Growth, Development, and Reproduction of Organisms</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>

STANDARD / CONCEPTUAL UNDERSTANDING	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.  <a href="#">Social Studies Online</a> <a href="#">How Coral Reefs Are Formed</a>
-------------------------------------	-----------	--

STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS1-5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a> <a href="#">How Coral Reefs Are Formed</a>
-------------------------------------	-----------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.12</b>	<b>History of Earth</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>

STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal 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>
-------------------------------------	------------	---

STANDARD / CONCEPTUAL UNDERSTANDING	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>
-------------------------------------	------------	--

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.MS.13</b>	<b>Earth's Systems</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>		<b>Students who demonstrate understanding can:</b>

STANDARD / CONCEPTUAL UNDERSTANDING	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 2-5</a> <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a> <a href="#">Galapagos Islands</a>
-------------------------------------	------------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	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 geologic processes.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
STRAND / DOMAIN / UNIFYING THEME	NY.MS.14	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <b><u>Social Studies Online</u></b> Galapagos Islands
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.  <b><u>Social Studies Online</u></b> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.  <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 & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

STANDARD / CONCEPTUAL UNDERSTANDI NG	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.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
---	----------------	--

**New York State Learning Standards and Core Curriculum  
Social Studies**

Grade: **6** - Adopted: **2016/Revised 2017**

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5- 8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
---	-----------	---

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5- 8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <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="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Barcelona</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Galapagos Islands</a> <a href="#">How Coral Reefs Are Formed</a> <a href="#">Jerusalem - Then and Now (Older Grades)</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 6 - 12</a> <a href="#">Rome - The Eternal City</a> <a href="#">The Sahara Desert</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Washington, DC - Grades 6 - 12</a> <a href="#">Who Lives On a Coral Reef?</a>
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.A.	Gathering, Interpreting, and Using Evidence
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.A.1.	Develop and frame questions about topics related to historical events occurring in the Eastern Hemisphere that can be answered by gathering, interpreting, and using evidence.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.A.6.	Recognize arguments on specific social studies topics and identify evidence to support the arguments. Examine arguments related to a specific social studies topic from multiple perspectives.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.B.	Chronological Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.3.	<p>Identify causes and effects from current events, grade-level content, and historical events.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.4.	<p>Identify and classify the relationship between multiple causes and multiple effects.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.5.	<p>Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a>  <a href="#">Ancient Egypt - Land of the Pharaohs</a>  <a href="#">Ancient Egypt - Land of the Pyramids</a>  <a href="#">Ancient Greece</a>  <a href="#">Ancient Mayan Civilization</a>  <a href="#">Ancient Rome</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Rome - The Eternal City</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.6.	<p>Recognize and analyze the dynamics of historical continuity and change over periods of time. Identify the role of turning points as an important dynamic in historical change.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.7.	<p>Compare histories in different places in the Eastern Hemisphere, utilizing time lines. Identify ways that changing periodization affects the historical narrative.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Tokyo - City of Contrasts</a></p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.8.	<p>Identify the relationships of patterns of continuity and change to larger historical processes and themes.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Ancient China - Qin &amp; Han Dynasties</a>  <a href="#">Canada: Our Northern Neighbor</a></p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.B.9.	Understand that historians use periodization to categorize events. Describe general models of periodization in history.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Rome - The Eternal City</a>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.C.	Comparison and Contextualization

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.C.1.	Identify a region in the Eastern Hemisphere by describing a characteristic that places within it have in common, and then compare it to other regions.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.C.2.	Categorize and evaluate divergent perspectives on an individual historical event.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
---	---------	---

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.C.3.	Describe and compare multiple events in the history of the Eastern Hemisphere in societies in similar chronological contexts and in various geographical contexts.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.C.5.	Describe historical developments in the history of the Eastern Hemisphere, with specific references to circumstances of time and place and to connections to broader regional or global processes.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.C.6.	Understand the roles that periodization and region play in developing the comparison of historical civilizations. Identify general characteristics that can be employed to conduct comparative analysis of case studies in the Eastern Hemisphere in the same historical period, with teacher support.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	--

STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features —land, air, and water—that are not directly made by humans) in the Eastern Hemisphere; identify the relationship between human activities and the environment.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.D.3.	Identify and describe how environments affect human activities and how human activities affect physical environments through the study of cases in the Eastern Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.D.4.	Recognize and explain how characteristics (cultural, economic, and physical-environmental) of regions affect the history of societies in the Eastern Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.D.6.	Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Recognize that boundaries and definitions of location are historically constructed.  <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: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / DOMAIN / UNIFYING THEME	NY.6P.	Grade 6: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	6P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	6P.F.7.	Describe the roles of people in power in the Eastern Hemisphere both historically and currently. Identify ways that current figures can influence people's rights and freedom.  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY: The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)

STANDARD / CONCEPTUAL UNDERSTANDING	6.1a.	Maps can be used to represent varied climate zones, landforms, bodies of water, and resources of the Eastern Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	<b>PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY:</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	6.1b.	The Eastern Hemisphere can be divided into regions. Regions are areas that share common identifiable characteristics, such as physical, political, economic, or cultural features. Regions within the Eastern Hemisphere include:

EXPECTATION / CONTENT SPECIFICATION	6.1b.c.	Europe (West, North, South, Central, and Southeast)  <a href="#">Social Studies Online</a> <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="#">Rome - The Eternal City</a>
---	---------	--

EXPECTATION / CONTENT SPECIFICATION	6.1b.e.	East Asia (People's Republic of China, North Korea, South Korea, Japan, and Taiwan)  <a href="#">Social Studies Online</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.1.	<b>PRESENT-DAY EASTERN HEMISPHERE GEOGRAPHY:</b> The diverse geography of the Eastern Hemisphere has influenced human culture and settlement patterns in distinct ways. Human communities in the Eastern Hemisphere have adapted to or modified the physical environment. (Standard: 3: Theme: GEO)
STANDARD / CONCEPTUAL UNDERSTANDING	6.1c.	The physical environment influences human population distribution, land use, economic activities, and political connections.

EXPECTATION / CONTENT SPECIFICATION	6.1c.1.	Students will use physical, climate, and vegetation maps in combination with population density, land use, and resource distribution maps in order to discern patterns in human settlement, economic activity, and the relationship to scarcity of resources in the present-day Eastern Hemisphere.  <a href="#">Social Studies Online</a> <a href="#">African Safari</a> <a href="#">Tokyo - City of Contrasts</a>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.2.	<b>THE FIRST HUMANS THROUGH THE NEOLITHIC REVOLUTION IN THE EASTERN HEMISPHERE:</b> The first humans modified their physical environment as well as adapted to their environment. (Standards: 2, 3; Themes: MOV, TCC, GEO, ECO, TECH)

STANDARD / CONCEPTUAL UNDERSTANDI NG	6.2a.	Human populations that settled along rivers, in rainforests, along coastlines, in deserts, and in mountains made use of the resources and the environment around them in developing distinct ways of life.  <a href="#">Social Studies Online</a> Ancient China - Shang & Zhou Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.3.	EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)
STANDARD / CONCEPTUAL UNDERSTAND ING	6.3b.	Complex societies and civilizations share the common characteristics of religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy. People in Mesopotamia, the Yellow River valley, the Indus River valley, and the Nile River valley developed complex societies and civilizations.
EXPECTATION / CONTENT SPECIFICATION	6.3b.1.	Students will explore at least two river valley societies and civilizations: one in the Middle East (Mesopotamia or Nile river valley), one in South Asia (Indus River valley), or one in East Asia (Yellow River valley) by examining archaeological and historical evidence to compare and contrast characteristics of these complex societies and civilizations.  <a href="#">Social Studies Online</a> Ancient China - Shang & Zhou Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.3.	EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)
STANDARD / CONCEPTUAL UNDERSTAND ING	6.3c.	Mesopotamia, Yellow River valley, Indus River valley, and Nile River valley complex societies and civilizations adapted to and modified their environment to meet the needs of their population.
EXPECTATION / CONTENT SPECIFICATION	6.3c.1.	Students will explore how the selected complex societies and civilizations adapted to and modified their environment to meet their basic needs of food, clothing, and shelter.  <a href="#">Social Studies Online</a> Ancient China - Shang & Zhou Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.3.	EARLY RIVER VALLEY CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 3500 B.C.E. – ca. 500 B.C.E.): Complex societies and civilizations developed in the Eastern Hemisphere. Although these complex societies and civilizations have certain defining characteristics in common, each is also known for unique cultural achievements and contributions. Early human communities in the Eastern Hemisphere adapted to and modified the physical environment. (Standards: 2, 3; Themes: ID, TCC, GEO, SOC)
STANDARD / CONCEPTUAL UNDERSTAND ING	6.3d.	Political and social hierarchies influenced the access that groups and individuals had to power, wealth, and jobs and influenced their roles within a society.

EXPECTATION / CONTENT SPECIFICATION	6.3d.1.	Students will compare and contrast the gender roles, access to wealth and power, and division of labor within the political and social structures of the selected river valley societies and civilizations.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a>
---	---------	---

EXPECTATION / CONTENT SPECIFICATION	6.3d.2.	Students will examine the unique achievements of each of the selected complex societies and civilizations that served as lasting contributions.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a>
---	---------	---

STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.4.	COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)

STANDARD / CONCEPTUAL UNDERSTANDING	6.4a.	Civilizations and complex societies developed belief systems and religions that have similar, as well as different, characteristics.  <a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Greece</a>
---	-------	--

STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.4.	COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)
STANDARD / CONCEPTUAL UNDERSTANDING	6.4b.	Belief systems and religions are based on sets of mutually held values.

EXPECTATION / CONTENT SPECIFICATION	6.4b.1.	Students will study the belief systems of Judaism, Christianity, Islam, Buddhism, Hinduism, and Confucianism by looking at where the belief system originated, when it originated, founder(s) if any, and the major tenets, practices, and sacred writings or holy texts for each. (Note: Although not within this historic period, students may also study Sikhism and other major belief systems at this point).  <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 / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.4.	COMPARATIVE WORLD RELIGIONS (ca. 2000 B.C.E – ca. 630 C.E): Major religions and belief systems developed in the Eastern Hemisphere. There were important similarities and differences between these belief systems. (Standard: 2; Themes: ID, SOC)

STANDARD / CONCEPTUAL UNDERSTANDING	6.4c.	Belief systems and religions often are used to unify groups of people, and may affect social order and gender roles.
EXPECTATION / CONTENT SPECIFICATION	6.4c.1.	<p>Students will be able to identify similarities and differences across belief systems, including their effect on social order and gender roles.</p> <p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Greece  Jerusalem - Then and Now (Older Grades)</p>
EXPECTATION / CONTENT SPECIFICATION	6.4c.2.	<p>Students will explore the influence of various belief systems on contemporary cultures and events.</p> <p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient China - Shang &amp; Zhou Dynasties  Ancient Egypt - Land of the Pharaohs  Ancient Greece  Jerusalem - Then and Now (Older Grades)</p>
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere
CATEGORY / CLUSTER / KEY IDEA	6.5.	COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.): As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	6.5a.	Geographic factors influence the development of classical civilizations and their political structures.
EXPECTATION / CONTENT SPECIFICATION	6.5a.1.	<p>Students will locate the classical civilizations on a map and identify geographic factors that influenced the extent of their boundaries, locate their cities on a map, and identify their political structures.</p> <p><b>Social Studies Online</b>  Ancient Greece  Ancient Rome  Rome - The Eternal City</p>
EXPECTATION / CONTENT SPECIFICATION	6.5a.2.	<p>Students will compare and contrast the similarities and differences between the Chinese (Qin, Han) and Greco-Roman classical civilizations by examining religion, job specialization, cities, government, language/record keeping system, technology, and social hierarchy.</p> <p><b>Social Studies Online</b>  Ancient China - Qin &amp; Han Dynasties  Ancient Greece  Ancient Rome  Rome - The Eternal City</p>
STRAND / DOMAIN / UNIFYING THEME	NY.6.	The Eastern Hemisphere

<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6.5.</b>	<b>COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.):</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6.5b.</b>	<b>Political structures were developed to establish order, to create and enforce laws, and to enable decision making.</b>

EXPECTATION / CONTENT SPECIFICATION	6.5b.1.	Students will examine the similarities and differences between the political systems of Chinese (Qin, Han) and Greco-Roman (Athens, Sparta, Roman Republic, Roman Empire) classical civilizations.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
-------------------------------------	---------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6.</b>	<b>The Eastern Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6.5.</b>	<b>COMPARATIVE CLASSICAL CIVILIZATIONS IN THE EASTERN HEMISPHERE (ca. 600 B.C.E. – ca. 500 C.E.):</b> As complex societies and civilizations change over time, their political and economic structures evolve. A golden age may be indicated when there is an extended period of time that is peaceful, prosperous, and demonstrates great cultural achievements. (Standards: 2, 3, 5; Themes: ID, TCC, GEO, SOC, GOV, CIV)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6.5c.</b>	<b>A period of peace, prosperity, and cultural achievements may be indicative of a golden age.</b>

EXPECTATION / CONTENT SPECIFICATION	6.5c.1.	Students will examine evidence related to the Qin, Han, and Greco-Roman (Athens and Roman Empire) civilizations and determine if these civilizations have experienced a golden age.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
-------------------------------------	---------	--

EXPECTATION / CONTENT SPECIFICATION	6.5c.2.	Students will examine how cultural achievements of these civilizations have influenced contemporary societies.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient Greece Ancient Rome Rome - The Eternal City
-------------------------------------	---------	---

<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.6.</b>	<b>The Eastern Hemisphere</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>6.7.</b>	<b>INTERACTIONS ACROSS THE EASTERN HEMISPHERE (ca. 600 C.E. – ca. 1450):</b> Trade networks promoted the exchange and diffusion of language, belief systems, tools, intellectual ideas, inventions, and diseases. (Standards: 2, 3, 4; Themes: MOV, TCC, GEO, ECO, TECH, EXCH)
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>6.7a.</b>	<b>The Silk Roads, the Indian Ocean, and the Trans-Saharan routes formed the major Afro-Eurasian trade networks connecting the East and the West. Ideas, people, technologies, products, and diseases moved along these routes.</b>

EXPECTATION / CONTENT SPECIFICATION	6.7a.2.	<p>Students will examine how the location of resources helped determine the location of trade routes and the economic impact of the exchange of resources.</p> <p><b><u>Social Studies Online</u></b>  <b><u>Ancient China - Qin &amp; Han Dynasties</u></b></p>
EXPECTATION / CONTENT SPECIFICATION	6.7a.3.	<p>Students will study interregional travelers such as Marco Polo, Ibn Battuta, Mansa Musa, and Zheng He and examine why they traveled, the places visited, what was learned, and what was exchanged as a result of their travel.</p> <p><b><u>Social Studies Online</u></b>  <b><u>Ancient China - Qin &amp; Han Dynasties</u></b></p>

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 7 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.1.	Structure and Properties of Matter
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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 / DOMAIN / UNIFYING THEME	NY.MS.6.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
3.

Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.

**Social Studies Online**

Galapagos Islands

STRAND / DOMAIN / UNIFYING THEME	NY.MS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <u><b>Social Studies Online</b></u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 2.	Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.  <u><b>Social Studies Online</b></u> 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
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.  <u><b>Social Studies Online</b></u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STRAND / DOMAIN / UNIFYING THEME	NY.MS.9.	Growth, Development, and Reproduction of Organisms
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS1- 5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <u><b>Social Studies Online</b></u> Galapagos Islands
STRAND / DOMAIN / UNIFYING THEME	NY.MS.12	History of Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal 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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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 geologic 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>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.14	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	--

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	---

## New York State Learning Standards and Core Curriculum

### Social Studies

Grade: 7 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <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>
---	-----------	--

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
		<a href="#">Social Studies Online</a> <a href="#">African Safari</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="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Barcelona</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Exploring Cuba</a> <a href="#">Galapagos Islands</a> <a href="#">Jerusalem - Then and Now (Older Grades)</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 6 - 12</a> <a href="#">Rome - The Eternal City</a> <a href="#">Tokyo - City of Contrasts</a> <a href="#">Washington, DC - Grades 6 - 12</a>

STRAND / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.B.	Chronological Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.B.4.	Identify and analyze the relationship between multiple causes and multiple effects.
		<a href="#">Social Studies Online</a> <a href="#">Ancient China - Qin &amp; Han Dynasties</a> <a href="#">Ancient China - Shang &amp; Zhou Dynasties</a> <a href="#">Ancient Egypt - Land of the Pharaohs</a> <a href="#">Ancient Egypt - Land of the Pyramids</a> <a href="#">Ancient Greece</a> <a href="#">Ancient Mayan Civilization</a> <a href="#">Ancient Rome</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a> <a href="#">Rome - The Eternal City</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.B.5.	Distinguish between long-term and immediate causes and effects of an event from current events or history.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.B.6.	Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.B.8.	Identify patterns of continuity and change as they relate to larger historical process and themes.  <b><u>Social Studies Online</u></b> Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
STRAND / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.C.2.	Identify and categorize multiple perspectives on a given historical experience.  <b><u>Social Studies Online</u></b> Canada: Our Northern Neighbor
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.C.4.	Identify how the relationship between geography, economics, and history helps to define a context for events in the study of the United States.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties
STRAND / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.D.	Geographic Reasoning

STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.2.	<p>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">African Safari</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="#">Barcelona</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</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 6 - 12</a>  <a href="#">Tokyo - City of Contrasts</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.4.	<p>Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p> <p><b><u>Social Studies Online</u></b>  <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></p>
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.5.	<p>Characterize and analyze changing interconnections between places and regions.</p> <p><b><u>Social Studies Online</u></b>  <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></p>
STANDARD / CONCEPTUAL UNDERSTANDING	7P.D.6.	<p>Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Describe how boundaries and definition of location are historically constructed.</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>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.7P.</b>	<b>Grade 7: Social Studies Practices</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>7P.F.</b>	<b>Civic Participation</b>
STANDARD / CONCEPTUAL UNDERSTANDING	7P.F.3.	<p>Identify and explain different types of political systems and ideologies used at various times in colonial history and the early history of the United States and explain the role of individuals and key groups in those political and social systems.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Washington, DC - Grades 6 - 12</a></p>

STRAND / DOMAIN / UNIFYING THEME	NY.7.	History of the United States and New York State I
CATEGORY / CLUSTER / KEY IDEA	7.2.	<b>COLONIAL DEVELOPMENTS:</b> European exploration of the New World resulted in various interactions with Native Americans and in colonization. The American colonies were established for a variety of reasons and developed differently based on economic, social, and geographic factors. Colonial America had a variety of social structures under which not all people were treated equally. (Standards: 1, 2, 3, 4; Themes: MOV, GEO, ECO, TECH, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	7.2a.	Social, economic, and scientific improvements helped European nations launch an Age of Exploration.

EXPECTATION / CONTENT SPECIFICATION 7.2a.2. Students will examine the voyage of Columbus, leading to the Columbian Exchange and the voyages of other explorers such as Champlain, Hudson, and Verrazano.

[Social Studies Online](#)

Canada: Our Northern Neighbor

STRAND / DOMAIN / UNIFYING THEME	NY.7.	History of the United States and New York State I
CATEGORY / CLUSTER / KEY IDEA	7.4.	<b>HISTORICAL DEVELOPMENT OF THE CONSTITUTION:</b> The newly independent states faced political and economic struggles under the Articles of Confederation. These challenges resulted in a Constitutional Convention, a debate over ratification, and the eventual adoption of the Bill of Rights. (Standards: 1, 5; Themes: GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	7.4c.	Advocates for and against a strong central government were divided on issues of States rights, role/limits of federal power, and guarantees of individual freedoms. Compromises were needed between the states in order to ratify the Constitution.

EXPECTATION / CONTENT SPECIFICATION 7.4c.2. Students will examine how key issues were resolved during the Constitutional Convention, including: state representation in Congress (Great Compromise or bicameral legislature); the balance of power between the federal and state governments (establishment of the system of federalism); the prevention of parts of government becoming too powerful (the establishment of the three branches); the counting of the enslaved African American community for purposes of congressional representation and taxation (the Three-Fifths Compromise).

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

STRAND / DOMAIN / UNIFYING THEME	NY.7.	History of the United States and New York State I
CATEGORY / CLUSTER / KEY IDEA	7.5.	<b>THE CONSTITUTION IN PRACTICE:</b> The United States Constitution serves as the foundation of the United States government and outlines the rights of citizens. The Constitution is considered a living document that can respond to political and social changes. The New York State Constitution also has been changed over time. (Standards: 1, 5; Themes: TCC, GOV, CIV)
STANDARD / CONCEPTUAL UNDERSTANDING	7.5b.	The Constitution established three branches of government as well as a system of checks and balances that guides the relationship between the branches. Individual rights of citizens are addressed in the Bill of Rights.

EXPECTATION / CONTENT SPECIFICATION 7.5b.1. Students will compare and contrast the powers granted to Congress, the president, and the Supreme Court by the Constitution.

[Social Studies Online](#)

Washington, DC - Grades 6 - 12

**Main Criteria:** New York State Learning Standards and Core Curriculum

**Secondary Criteria:** Social Studies Online

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**New York State Learning Standards and Core Curriculum**

**Science**

Grade: 8 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME	NY.MS.1.	Structure and Properties of Matter
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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 / DOMAIN / UNIFYING THEME	NY.MS.6.	Structure, Function, and Information Processing
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

MS-LS1-  
3.

Construct an explanation supported by evidence for how the body is composed of interacting systems consisting of cells, tissues, and organs working together to maintain homeostasis.

**Social Studies Online**

Galapagos Islands

STRAND / DOMAIN / UNIFYING THEME	NY.MS.7.	Matter and Energy in Organisms and Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /  
CONCEPTUAL  
UNDERSTANDI  
NG

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

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
STRAND / DOMAIN / UNIFYING THEME	NY.MS.8.	Interdependent Relationships in Ecosystems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 2.	Construct an explanation that predicts patterns of interactions among organisms in a variety of ecosystems.  <b><u>Social Studies Online</u></b> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.  <b><u>Social Studies Online</u></b> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STRAND / DOMAIN / UNIFYING THEME	NY.MS.9.	Growth, Development, and Reproduction of Organisms
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS1- 5.	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.  <b><u>Social Studies Online</u></b> Galapagos Islands
STRAND / DOMAIN / UNIFYING THEME	NY.MS.12	History of Earth
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying temporal 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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.13	Earth's Systems
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	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 geologic 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>
STRAND / DOMAIN / UNIFYING THEME	NY.MS.14	Weather and Climate
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS2-6.	Develop and use a model to describe how unequal heating and rotation of Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.  <a href="#">Social Studies Online</a> <a href="#">Galapagos Islands</a>

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	--

STRAND / DOMAIN / UNIFYING THEME	NY.MS.15	Human Impacts
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	--

STANDARD / CONCEPTUAL UNDERSTANDI NG	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>
---	----------------	---

#### New York State Learning Standards and Core Curriculum

##### Social Studies

Grade: 8 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Craft and Structure

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.4.	Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>
---	-----------	---

STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-8.	Reading Standards for Literacy in History/Social Studies
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	<p>Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</p> <p><b><u>Social Studies Online</u></b>  Amazon Rainforest - Grades 6-8  Amazon Rainforest - People and Threats - Grades 6-8  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Barcelona  Canada: Coast to Coast  Canada: Our Northern Neighbor  Exploring Cuba  Galapagos Islands  Jerusalem - Then and Now (Older Grades)  London - City of Pomp &amp; Majesty  National Parks - Alaska &amp; Hawaii  National Parks - Nevada, California  National Parks - Washington, Oregon, Idaho, Montana, Colorado  National Parks - Wyoming, Utah  Paris - City of Light - Grades 6 - 12  Rome - The Eternal City  Tokyo - City of Contrasts  Washington, DC - Grades 6 - 12</p>
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.B.	Chronological Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.4.	<p>Identify, analyze, and evaluate the relationship between multiple causes and effects.</p> <p><b><u>Social Studies Online</u></b>  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  Rome - The Eternal City</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.5.	<p>Distinguish between long-term and immediate causes and effects of an event from current events or history.</p> <p><b><u>Social Studies Online</u></b>  Ancient Egypt - Land of the Pharaohs  Ancient Egypt - Land of the Pyramids  Ancient Greece  Ancient Mayan Civilization  Ancient Rome  Canada: Coast to Coast  Canada: Our Northern Neighbor  Rome - The Eternal City</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.6.	<p>Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time.</p> <p><b><u>Social Studies Online</u></b>  Canada: Our Northern Neighbor</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.8.	Relate patterns of continuity and change to larger historical processes and themes.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.1.	Identify a region of the United States by describing multiple characteristics common to places within it, and then identify other similar regions inside the United States.  <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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.2.	Identify and compare multiple perspectives on a given historical experience.  <a href="#">Social Studies Online</a> <a href="#">Canada: Our Northern Neighbor</a>
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.4.	Describe the relationship between geography, economics, and history as a context for events and movements in the United States.  <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>
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.D.1.	Use location terms and geographic representations, such as maps, photographs, satellite images, and models to describe where places are in relation to each other and connections between places; evaluate the benefits of particular places for purposeful activities.  <a href="#">Social Studies Online</a> <a href="#">Canada: Coast to Coast</a> <a href="#">Canada: Our Northern Neighbor</a>

STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.2.	<p>Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a>  <a href="#">Barcelona</a>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a>  <a href="#">Exploring Cuba</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 6 - 12</a>  <a href="#">Tokyo - City of Contrasts</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.4.	<p>Recognize and analyze how characteristics (cultural, economic, and physical-environmental) of regions affect the history of the United States.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Amazon Rainforest - Grades 6-8</a>  <a href="#">Amazon Rainforest - People and Threats - Grades 6-8</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.5.	<p>Characterize and analyze changing interconnections between places and regions.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
STANDARD / CONCEPTUAL UNDERSTANDING	8P.D.6.	<p>Describe the spatial organization of place, considering the historical, social, political, and economic implication of that organization. Identify and describe examples of how boundaries and definition of location are historically constructed.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Canada: Coast to Coast</a>  <a href="#">Canada: Our Northern Neighbor</a></p>
<b>STRAND / DOMAIN / UNIFYING THEME</b>	<b>NY.8.</b>	<b>History of the United States and New York State II</b>
<b>CATEGORY / CLUSTER / KEY IDEA</b>	<b>8.7.</b>	<b>FOREIGN POLICY: The period after World War II has been characterized by an ideological and political struggle, first between the United States and communism during the Cold War, then between the United States and forces of instability in the Middle East. Increased economic interdependence and competition, as well as environmental concerns, are challenges faced by the United States. (Standards: 1, 2, 4, 5; Themes: TCC, GEO, ECO, EXCH)</b>
<b>STANDARD / CONCEPTUAL UNDERSTANDING</b>	<b>8.7b.</b>	<b>The United States based its military and diplomatic policies from 1945 to 1990 on a policy of containment of communism.</b>
EXPECTATION / CONTENT SPECIFICATION	8.7b.1.	<p>Students will examine the policy of containment and its application in the postwar period, including the Marshall Plan, the Korean War, the Cuban missile crisis, and the Vietnam War.</p> <p><b><u>Social Studies Online</u></b>  <a href="#">Exploring Cuba</a></p>