

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: K
Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: K - Adopted: 2021

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

PERFORMANCE DESCRIPTOR 1. / STANDARD K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.
[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)

PERFORMANCE DESCRIPTOR 2. / STANDARD 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](#)

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |

PERFORMANCE DESCRIPTOR 3. / STANDARD K-ESS3-3. Obtain and communicate information to define problems related to human impact on the local environment.
[Social Studies Online](#)
[Grade 1 - The Earth Around Us](#)

South Carolina Standards & Learning

Social Studies

Grade: K - Adopted: 2019

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| STANDARD / COURSE | | Kindergarten Standards – The Community Around Us |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Geography |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Utilize the college and career skills of a geographer to apply map skills and draw conclusions about place in one's personal community. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Map literacy skills are essential to the synthesizing of cultural and natural information which allows for geographic questioning within the social studies standards. |

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| INDICATOR | K.G.3 | Describe and compare the cultural and natural environment around one's home and school by constructing a visual representation. Social Studies Online Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us |
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| STANDARD / COURSE | | Kindergarten Standards – The Community Around Us |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Economics |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 3: | Utilize the college and career skills of an economist to understand how economic decisions affect one's personal community. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Fundamental economic concepts introduced in kindergarten are developed throughout social studies education and impact one's everyday choices. |

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| INDICATOR | K.E.1 | Identify and compare wants and needs. Social Studies Online Grade 1 - All About Work |
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| INDICATOR | K.E.2 | Explain how wants and needs change over time. Social Studies Online Grade 1 - All About Work |
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| INDICATOR | K.E.3 | Explain why people have jobs, and describe the economic benefits for self and community. Social Studies Online Grade 1 - All About Work |
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| STANDARD / COURSE | | Kindergarten Standards – The Community Around Us |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Civics & Government |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Utilize the college and career skills of a political scientist to understand and display civic dispositions in one's personal community. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Attributes of responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions to promote strong relationships. |

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| INDICATOR | K.CG.2 | Explain the purpose of rules and laws, and discuss consequences of breaking them. Social Studies Online Grade 1 - Let's Learn About the Government |
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| INDICATOR | K.CG.3 | Establish and practice classroom rules and procedures for listening and responding appropriately to others. |
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Social Studies Online

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

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 1 - Adopted: 2021

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | From Molecules to Organisms: Structures and Processes (LS1) |

PERFORMANCE DESCRIPTOR / STANDARD 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

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Place in the Universe (ESS1) |

PERFORMANCE DESCRIPTOR / STANDARD 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

South Carolina Standards & Learning

Social Studies

Grade: 1 - Adopted: 2019

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| STANDARD / COURSE | | Grade 1 Standards – Life in South Carolina |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Civics & Government |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Utilize the college and career skills of a political scientist to understand and display civic dispositions about contemporary South Carolina. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships. |

INDICATOR 1.CG.2 Describe the basic purpose, structure, and functions of South Carolina's government at both the local and state level.

Social Studies Online

Grade 1 - Let's Learn About the Government

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| INDICATOR | 1.CG.4 | Collaborate with others to identify, resolve, and communicate resolutions on a local or state issue. |
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Social Studies Online

Grade 1 - All About Work

Grade 2 - Work and Money

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

South Carolina Standards & Learning
Science
 Grade: 2 - Adopted: 2021

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Ecosystems: Interactions, Energy, and Dynamics (LS2) |

PERFORMANCE DESCRIPTOR / STANDARD 2-LS2-1. Plan and conduct an investigation to determine what plants need to grow.
Social Studies Online
 Grade 2 - Land and Water Around Us

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Biological Evolution: Unity and Diversity (LS4) |

PERFORMANCE DESCRIPTOR / STANDARD 2-LS4-1. Make observations of plants and animals to compare patterns of diversity within different habitats.
Social Studies Online
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 3 - Geography of Our Communities
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Place in the Universe (ESS1) |

PERFORMANCE DESCRIPTOR / STANDARD 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur rapidly or slowly.
Social Studies Online
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 2-ESS2-1. | Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
| PERFORMANCE DESCRIPTOR / STANDARD | 2-ESS2-2. | Develop a model to represent the shapes and kinds of land and bodies of water in an area. <u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef? |
| PERFORMANCE DESCRIPTOR / STANDARD | 2-ESS2-3. | Obtain information to identify where water is found on Earth and that it can be solid or liquid. <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 - Geography of Our Communities |

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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 2-ESS3-1. | Design solutions to address human impacts on natural resources in the local environment. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities |
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South Carolina Standards & Learning
Social Studies
Grade: 2 - Adopted: 2019

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| STANDARD / COURSE | | Grade 2 Standards – Life in the United States |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | History |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 1: | Utilize the college and career skills of a historian to study the continuity and changes over time in the United States. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Students will employ the historical thinking skills of comparison, cause and effect, continuities and changes, and sourcing to study the diversity of the United States. |

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| INDICATOR | 2.H.1 | Identify and compare significant historical events, moments, and symbols in U.S. history. <u>Social Studies Online</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| INDICATOR | 2.H.2 | Examine current or past events from U.S. history, and discuss the possible causes and effects. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |
| INDICATOR | 2.H.3 | Analyze patterns of continuities and changes within U.S. history through the use of a variety of sources, including graphic organizers, maps, oral histories, photographs/images, texts, and timelines. <u>Social Studies Online</u> Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5 |

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| STANDARD / COURSE | | Grade 2 Standards – Life in the United States |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Geography |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Utilize the college and career skills of a geographer to apply map skills and draw conclusions about the United States. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The availability of resources and the physical features associated with them vary in different locations around the U. S. Students will connect these resources with various economic activities. |

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| INDICATOR | 2.G.2 | Describe and compare various landforms over time within the U.S. through the use of primary and secondary sources. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5 |
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| STANDARD / COURSE | | Grade 2 Standards – Life in the United States |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Economics |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 3: | Utilize the college and career skills of an economist to understand how economic decisions affect citizenship within the United States. |

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| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Creating and utilizing budgets are a foundation to becoming financially literate. Students will analyze components of budgeting, including wants and needs, to develop foundational financial literacy skills. |
| INDICATOR | 2.E.1 | Examine the purpose of currency and how income, savings, and spending are parts of a budget. <u>Social Studies Online</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer |
| INDICATOR | 2.E.2 | Explain how budgets change as wants and needs or the availability of goods and services change. <u>Social Studies Online</u> Grade 3 - I Am a Consumer |
| INDICATOR | 2.E.3 | Create a simple budget, and articulate the priorities using economic terms such as expenses, income, and savings. <u>Social Studies Online</u> Grade 3 - I Am a Consumer |
| STANDARD / COURSE | | Grade 2 Standards – Life in the United States |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Civics & Government |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Responsible citizenship requires individuals of diverse cultural backgrounds to employ dispositions that promote strong relationships to develop solutions to communal problems. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Students will develop the skills necessary to address shared problems in a respectful and productive manner. |
| INDICATOR | 2.CG.1 | Identify cultural and ethnic groups in the U. S., explore their characteristics, and communicate how civic dispositions build relationships between groups in a diverse society. <u>Social Studies Online</u> Grade 3 - A Country of Cultures |
| INDICATOR | 2.CG.3 | Analyze how rights are granted to U. S. citizens through the founding documents. <u>Social Studies Online</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities |

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 3 - Adopted: 2021

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | From Molecules to Organisms: Structures and Processes (LS1) |

PERFORMANCE DESCRIPTOR / STANDARD

3-LS1-1. Develop and use models to describe how organisms change in predictable patterns during their unique and diverse life cycles.

Social Studies Online

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Ecosystems: Interactions, Energy, and Dynamics (LS2) |

PERFORMANCE DESCRIPTOR / STANDARD

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

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Biological Evolution: Unity and Diversity (LS4) |

PERFORMANCE DESCRIPTOR / STANDARD

3-LS4-2. Use evidence to construct an explanation for how the variations in traits among individuals of the same species may provide advantages in surviving and producing offspring.

Social Studies Online

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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| PERFORMANCE DESCRIPTOR / STANDARD | 3-LS4-3. | Construct an argument with evidence that in a particular habitat some organisms can thrive, struggle to survive, or fail to survive. <u>Social Studies Online</u> 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? |
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| PERFORMANCE DESCRIPTOR / STANDARD | 3-LS4-4. | Make a claim about the effectiveness of a solution to a problem caused when the environment changes and affects organisms living there. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef? |
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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 3-ESS2-1. | Represent data in tables and graphical displays of typical weather conditions during a particular season to identify patterns and make predictions. <u>Social Studies Online</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography |
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| PERFORMANCE DESCRIPTOR / STANDARD | 3-ESS2-2. | Obtain and combine information to describe climate patterns in different regions of the world. <u>Social Studies Online</u> 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 |
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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |

PERFORMANCE DESCRIPTOR / STANDARD 3-ESS3-1. Make a claim about the effectiveness of a design solution that reduces the impacts of a weather related hazard.

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

South Carolina Standards & Learning
Social Studies
Grade: 3 - Adopted: 2019

| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | M: | Mapping – Identify, use, interpret, and construct large-scale maps. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of mapping in the study of geography, students should: |

GRADE LEVEL EXAMPLE / STAGE identify and describe the properties and functions of maps.

[Social Studies Online](#)
Grade 2 - Land and Water Around Us
Grade 4 - Northeast
The Sahara Desert

GRADE LEVEL EXAMPLE / STAGE use a variety of paper and digital technologies to display and analyze geospatial data.

[Social Studies Online](#)
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Northeast
The Sahara Desert

GRADE LEVEL EXAMPLE / STAGE interpret maps for understanding and problem-solving.

[Social Studies Online](#)
Grade 2 - Land and Water Around Us
Grade 4 - Northeast
The Sahara Desert

GRADE LEVEL EXAMPLE / STAGE construct maps using available technology for understanding and problem-solving.

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

| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | MR: | Models and Representations – Identify, use, interpret, and construct basic geographic models and other visual representations. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of models and representations in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | interpret and use models and representations for understanding and problem-solving. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert |
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| GRADE LEVEL EXAMPLE / STAGE | construct models and representations for understanding and problem-solving. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
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| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | GE: | Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence, including primary and secondary sources. |
| PERFORMANC E DESCRIPTOR / STANDARD | | To demonstrate their ability to gather evidence and communicate findings in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | identify, collect, and analyze geospatial data. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert |
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| GRADE LEVEL EXAMPLE / STAGE | evaluate geospatial data and other data sources for accuracy, quality, perspective, and value. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert |
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| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Conditions, Connections, and Regions – Identify and compare the development of conditions, connections, and regions. |
| PERFORMANC E DESCRIPTOR / STANDARD | | To demonstrate their ability to recognize conditions and connections in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | <p>identify the physical and human conditions of places and the connections among places.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region 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>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> |
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| GRADE LEVEL EXAMPLE / STAGE | <p>compare the physical and human conditions of places and the connections among places.</p> <p><u>Social Studies Online</u></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Exploring Cuba</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region 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>Paris - City of Light - Grades K - 5</p> <p>The Sahara Desert</p> |
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| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | S: | Scale – Identify spatial hierarchies. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand scale in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | | identify spatial hierarchies from local to global scale. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms |
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| STANDARD / COURSE | | Grade 3 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | DP: | Distribution and Patterns – Identify spatial distributions, patterns, and associations. |
| PERFORMANC E DESCRIPTOR / STANDARD | | To demonstrate their ability to understand distribution and patterns in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | identify spatial distributions, patterns, and associations. <u>Social Studies Online</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert |
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| STANDARD / COURSE | | Grade 3 Standards – World Geography |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Map Skills and Earth's Features |
| PERFORMANC E DESCRIPTOR / STANDARD | Standard 1: | Use maps and globes to categorize places and regions by their human and physical conditions. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Global citizenship begins with the initial understanding of Earth's major features and how geographic information is used to learn about those features. |

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| INDICATOR | 3.1.3.PR | Identify the spatial hierarchy of political and physical geographic features. |
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Social Studies Online
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Exploring Cuba
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Landforms
Grade 4 - West Region Today
Paris - City of Light - Grades K - 5
The Sahara Desert

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| STANDARD / COURSE | | Grade 3 Standards – World Geography |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Environment and People |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Demonstrate an understanding of Earth's physical features and ecosystems that affect human activities. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Earth's diverse physical landscape provides the opportunity to discover how humans live and interact in various areas over time. Earth's physical systems influenced human migration and lifestyles and led to the creation of a diverse world. |

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| INDICATOR | 3.2.1.ER | <p>Recognize and explain how physical features are distributed around the world.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert</p> |
| INDICATOR | 3.2.2.ER | <p>Identify and analyze the ways people interact with the physical environment in different regions of the state, the country, and the world.</p> <p><u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography</p> |
| INDICATOR | 3.2.3.ER | <p>Identify spatial variations in climates around the world and recognize the relationship between climate and human activities.</p> <p><u>Social Studies Online</u> African Safari Amazon Rainforest - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert</p> |

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| STANDARD / COURSE | | Grade 3 Standards – World Geography |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Environment and People |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 3: | Demonstrate an understanding of the relationship between Earth's environmental hazards and human activities. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Earth's physical environment can have profound effects on its inhabitants. Geographic information about physical systems can be used to create a related safety plan in the event of a natural disaster. |

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| INDICATOR | 3.3.1.ER | Identify the range of natural hazards facing people and explain how some populations are more vulnerable than others. <u>Social Studies Online</u> Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography |
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| STANDARD / COURSE | | Grade 3 Standards – World Geography |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Culture and Economy |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Demonstrate an understanding of varied human cultural and economic characteristics across Earth's surface. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The spatial distribution of Earth's physical features and natural resources influences the development of various cultures and livelihoods. |

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| INDICATOR | 3.4.1.PR | Investigate the cultural characteristics of places and regions around the world. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Early Beginnings |
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| INDICATOR | 3.4.2.HS | Investigate the economic and land use characteristics of places and regions around the world. <u>Social Studies Online</u> Amazon Rainforest - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Geography |
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| STANDARD / COURSE | | Grade 3 Standards – World Geography |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Exploration and Migration |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 5: | Demonstrate an understanding of how and why humans have explored and migrated across Earth. |

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| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Earth has been continuously explored for its resources, a process that has resulted in cultural contact with both positive and negative consequences. Culture groups across various world regions continue to interact through economic, social, political, and environmentally-driven migration. |
| INDICATOR | 3.5.1.HS | Investigate and explain the economic, social, and political motivations behind human exploration of Earth. Social Studies Online Grade 3 - The First Americans Grade 4 - West Region Early Beginnings |
| INDICATOR | 3.5.3.HS | Investigate and explain the economic, social, political, and environmental motivations behind human migration and how places can change as a result. Social Studies Online Grade 4 - Northeast |

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 4 - Adopted: 2021

| STANDARD / COURSE | | Physical Science (PS) |
|---|--|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Waves and their Applications in Technologies for Information Transfer (PS4) |

PERFORMANCE DESCRIPTOR / STANDARD 4-PS4-3. Generate and compare multiple solutions that use patterns to transmit information.

[Social Studies Online](#)

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

| STANDARD / COURSE | | Life Science (LS) |
|---|--|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | From Molecules to Organisms: Structures and Processes (LS1) |

PERFORMANCE DESCRIPTOR / STANDARD 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function together in a system to support survival, growth, behavior, and reproduction.

[Social Studies Online](#)

[African Safari](#)

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

[Canada: Coast to Coast](#)

[Galapagos Islands](#)

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

[Grade 4 - West Region Geography](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

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

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

[Social Studies Online](#)

[Grade 4 - West Region Geography](#)

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

| STANDARD / COURSE | | Earth and Space Science (ESS) |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 4-ESS2-1. | Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
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| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |

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| PERFORMANCE DESCRIPTOR / STANDARD | 4-ESS3-1. | Obtain and combine information to describe that energy and fuels are derived from natural resources and how their uses affect the environment. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert |
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| PERFORMANCE DESCRIPTOR / STANDARD | 4-ESS3-2. | Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. <u>Social Studies Online</u> Grade 3 - Geography of Our Communities |
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South Carolina Standards & Learning
Social Studies
Grade: 4 - Adopted: 2019

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| STANDARD / COURSE | | Grade 4 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CO: | Comparison – Identify comparisons based on common or differing characteristics or contexts. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of comparison, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | <p>identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify similarities and/or differences between historical events, ideas, and/or characteristics.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify similarities and/or differences between political, economic, and/or geographic regions.</p> <p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> |

GRADE LEVEL
EXAMPLE /
STAGE

identify similarities and/or differences of perspectives between groups of people.

Social Studies Online

Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
Grade 3 - A Country of Cultures
Grade 4 - Northeast
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography

| STANDARD / COURSE | | Grade 4 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CE: | Causation – Identify multiple causes and effects, to include distinguishing long-term and short-term examples. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of causation, students should: |

GRADE LEVEL
EXAMPLE /
STAGE

identify multiple causes and effects (i.e. short-term and long-term) for historical events.

Social Studies Online

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

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| GRADE LEVEL EXAMPLE / STAGE | <p>identify how previous events contributed to subsequent events.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
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| GRADE LEVEL EXAMPLE / STAGE | <p>identify how history would be different if historical events had different outcomes.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
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| STANDARD / COURSE | | Grade 4 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Continuities and Changes – Recognize patterns of historical continuity and changes in history. |
| PERFORMANC E DESCRIPTOR / STANDARD | | To demonstrate their ability to understand continuities and changes, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | <p>identify recurring patterns in historical events.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify changes in the patterns of historical events.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify continuities in the patterns of historical events.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 3 - How The Country Was Settled</p> <p>Grade 3 - The First Americans</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |

| STANDARD / COURSE | | Grade 4 Standards – United States & South Carolina Studies Part I |
|---|-------------|--|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Colonization |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 1: | Demonstrate an understanding of the settlement and colonization of North America, including South Carolina, between 1600–1730. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The various cultures, establishments, and settlements of North American colonies were a result of interactions and contributions primarily of Native Americans, Europeans, and enslaved Africans. The British North America colonies each developed a unique culture connected to their economic, geographic, and political resources and beliefs. |

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| INDICATOR | 4.1.CO | Compare the interactions among cultural groups as a result of European colonization. Social Studies Online Grade 3 - The First Americans |
| INDICATOR | 4.1.CE | Identify the effects of changing economic systems on the diverse populations in British North America. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |
| INDICATOR | 4.1.P | Explain the development of political institutions and social characteristics that defined the British colonial regions. Social Studies Online Grade 3 - The First Americans |
| INDICATOR | 4.1.CC | Identify patterns of change and continuity in the development of economic systems in British North America. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |
| INDICATOR | 4.1.E | Analyze multiple perspectives on the economic, political, and social developments of British North America and South Carolina. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. |

| STANDARD / COURSE | | Grade 4 Standards – United States & South Carolina Studies Part I |
|---|-------------|--|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | A New Nation |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Demonstrate an understanding of the identity of a new nation, including the state of South Carolina between 1730-1800. |

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| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Colonial revolt against British regulations and restrictions resulted in the creation of the United States as an independent nation comprised of individual states. Following the American Revolution, Americans developed a new form of government that embodied and contradicted the ideals for which they had fought and unified the new nation. |
| INDICATOR | 4.2.CE | Examine the economic and political motivations for colonists to declare independence from Great Britain. Social Studies Online Grade 3 - The First Americans Grade 4 - Northeast |
| INDICATOR | 4.2.P | Analyze the sequence of events that led to the establishment of the U.S. as a democratic republic. Social Studies Online Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast |
| INDICATOR | 4.2.CC | Explain the continuities and changes in natural rights as seen from the French and Indian War to the creation of the Bill of Rights. Social Studies Online Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast |
| STANDARD / COURSE | | Grade 4 Standards – United States & South Carolina Studies Part I |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Expansion and Sectionalism |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 3: | Demonstrate an understanding of the expansion and growth of South Carolina and the United States between 1800–1850. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The new century saw the U.S. being transformed through land acquisitions in the West, which provided some Americans with a hope for land ownership and a better life. The expansion also heightened and continued the debate on the legalities and expansion of slavery and significantly impacted Native Americans' way of life. |
| INDICATOR | 4.3.CO | Compare the motivations for and reactions to various expeditions into the Western territories. Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings |
| INDICATOR | 4.3.CE | Analyze the effects of government policies in promoting United States territorial expansion into the west. Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography |

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| INDICATOR | 4.3.P | Analyze the role of technology and the environmental impact during the period of Westward Expansion. Social Studies Online Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings |
| INDICATOR | 4.3.CC | Recognize patterns of continuity and change in the experiences of Native Americans and Spanish-speaking people as the U.S. expanded westward. Social Studies Online Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings |
| INDICATOR | 4.3.E | Analyze multiple perspectives of early westward expansion, including the addition of slave and free territories and states. Social Studies Online Grade 4 - Southeast Region of the U.S. |

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| STANDARD / COURSE | | Grade 4 Standards – United States & South Carolina Studies Part I |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | A Divided Nation |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Demonstrate an understanding of economic, political, and social divisions during the United States Civil War, including the role of South Carolina between 1850–1870. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Regional economic interests led to insurmountable political and social divisions during this time period. Sectionalism led the United States into a costly and devastating Civil War, which ultimately resulted in the preservation the United States of America. |

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| INDICATOR | 4.4.CO | Compare the economic and political causes of the Civil War. Social Studies Online Grade 4 - Southeast Region of the U.S. |
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| STANDARD / COURSE | | Grade 4 Standards – United States & South Carolina Studies Part I |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Rebuilding |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 5: | Demonstrate an understanding of the contributions different groups made to impact the economic, political, and social developments during Reconstruction of the United States and South Carolina in the period of 1860– 1880. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The United States faced multiple challenges in the planning and implementation of laws designed to reshape the nation following the Civil War. Economic, political, and social forces provided unique regional successes and failures, which ultimately resulted in a compromise to demilitarize the southern states leading to a turbulent reaction to Reconstruction and the design of new laws to reverse many of the advances achieved by post-Civil War legislation. |

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| INDICATOR | 4.5.CO | <p>Compare the roles of various groups on Reconstruction.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR | 4.5.CE | <p>Analyze the impact of federal legislation on the South during Reconstruction.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR | 4.5.P | <p>Summarize Reconstruction as a turning point in American history.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR | 4.5.CC | <p>Identify and evaluate the impact of economic, political, and social events on the African American experience throughout Reconstruction.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR | 4.5.E | <p>Analyze multiple perspectives of the economic, political, and social effects of Reconstruction on different populations in the South and in other regions of the U.S.</p> <p><u>Social Studies Online</u> Grade 4 - Southeast Region of the U.S.</p> |

Main Criteria: South Carolina Standards & Learning
Secondary Criteria: Social Studies Online
Subjects: Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 5 - Adopted: 2021

| STANDARD / COURSE | | Physical Science (PS) |
|---|--|-----------------------|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Energy (PS3) |

PERFORMANCE DESCRIPTOR / STANDARD

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 / COURSE | | Life Science (LS) |
|---|--|--|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Ecosystems: Interactions, Energy, and Dynamics (LS2) |

PERFORMANCE DESCRIPTOR / STANDARD

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

Social Studies Online

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

| STANDARD / COURSE | | Earth and Space Science (ESS) |
|---|--|-------------------------------|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

PERFORMANCE DESCRIPTOR / STANDARD

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

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| PERFORMANCE DESCRIPTOR / STANDARD | 5-ESS2-2. | Describe and graph the amounts of saltwater and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Social Studies Online National Parks - Nevada, California |
| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |

PERFORMANCE DESCRIPTOR / STANDARD 5-ESS3-1. Evaluate potential solutions to problems that individual communities face in protecting the Earth's resources and environment.

[Social Studies Online](#)
[African Safari](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 6-8](#)
[Canada: Coast to Coast](#)
[Galapagos Islands](#)
[Grade 4 - West Region Today](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)
[Who Lives On a Coral Reef?](#)

South Carolina Standards & Learning

Social Studies

Grade: 5 - Adopted: 2019

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| STANDARD / COURSE | | Grade 5 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CO: | Comparison – Generate comparisons based on common or differing characteristics or contexts. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of comparison, students should: |

GRADE LEVEL EXAMPLE / STAGE identify characteristics (i.e. who, what, where, why, when, and how) of historical developments.

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Egypt - Land of the Pharaohs](#)
[Ancient Egypt - Land of the Pyramids](#)
[Ancient Greece](#)
[Ancient Mayan Civilization](#)
[Ancient Rome](#)
[Canada: Coast to Coast](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Midwest Region Today](#)
[Grade 4 - Northeast](#)
[Grade 4 - Southwest Region Early Beginnings](#)
[Grade 4 - West Region Early Beginnings](#)
[Grade 4 - West Region Today](#)
[Rome - The Eternal City](#)

| | |
|-----------------------------------|--|
| GRADE LEVEL EXAMPLE / STAGE | <p>identify similarities and/or differences between historical events, ideas, and/or characteristics.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify similarities and/or differences between political, economic, and/or geographic regions.</p> <p><u>Social Studies Online</u></p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify similarities and/or differences of perspectives between groups of people.</p> <p><u>Social Studies Online</u></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Ancient China - Qin & Han Dynasties</p> <p>Canada: Our Northern Neighbor</p> <p>Exploring Cuba</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> |
| GRADE LEVEL EXAMPLE / STAGE | <p>identify how historical events affect the United States and South Carolina similarly and differently.</p> <p><u>Social Studies Online</u></p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Washington, DC - Grades K - 5</p> |
| STANDARD / COURSE | Grade 5 Deconstructed Skills |

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|---|-----|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CE: | Causation – Analyze multiple causes and effects, to include distinguishing long-term and short-term examples. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of causation, students should: |

GRADE LEVEL identify multiple causes and effects (i.e. short-term and long-term) for historical events.

EXAMPLE /

STAGE

Social Studies Online

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

GRADE LEVEL interpret the long-term effects of historical events.

EXAMPLE /

STAGE

Social Studies Online

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

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|-----------------------------------|--|
| GRADE LEVEL EXAMPLE / STAGE | interpret the short-term effects of historical events. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 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 |
| GRADE LEVEL EXAMPLE / STAGE | analyze how previous events contributed to subsequent events. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 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 |
| GRADE LEVEL EXAMPLE / STAGE | identify how history would be different if historical events had different outcomes. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 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 / COURSE | Grade 5 Deconstructed Skills |

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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CX: | Context – Describe historical developments using specific references to time, place, and broader circumstances. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use context, students should: |

GRADE LEVEL explain how historical events affect the United States.

EXAMPLE /

STAGE

Social Studies Online

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

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|---|-----|---|
| STANDARD / COURSE | | Grade 5 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Continuities and Changes – Recognize patterns of historical continuities and changes, and identify turning points in history. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand continuities and changes, students should: |

GRADE LEVEL identify patterns of change and continuity in historical events.

EXAMPLE /

STAGE

Social Studies Online

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

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| GRADE LEVEL EXAMPLE / STAGE | | <p>identify turning points in historical events.</p> <p><u>Social Studies Online</u></p> <p>Ancient China - Qin & Han Dynasties</p> <p>Ancient China - Shang & Zhou Dynasties</p> <p>Ancient Egypt - Land of the Pharaohs</p> <p>Ancient Egypt - Land of the Pyramids</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p> <p>Ancient Rome</p> <p>Canada: Coast to Coast</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Today</p> <p>Rome - The Eternal City</p> |
| STANDARD / COURSE | | Grade 5 Standards – United States & South Carolina Studies Part II |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Expansion and Migration |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 1: | Demonstrate an understanding of the economic, political, and social effects of expansion and industrialization on the United States and South Carolina between 1860–1910. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The Second Industrial Revolution, urbanization, and access to resources contributed to the expansion of the United States during this time period. At the same time, groups migrated to and within the United States creating tensions and adding to the rich culture of the nation. |
| INDICATOR | 5.1.CO | <p>Compare the physical landscape and demographics of the U.S. before and after the Transcontinental Railroad.</p> <p><u>Social Studies Online</u></p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Early Beginnings</p> |
| INDICATOR | 5.1.CX | <p>Contextualize how the Second Industrial Revolution led to an increased desire for raw materials and the United States involvement in imperialistic efforts and economic expansion.</p> <p><u>Social Studies Online</u></p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> |
| INDICATOR | 5.1.CC | <p>Summarize how imperialism and economic expansion impacted the experiences of different groups and shaped American cultural identities.</p> <p><u>Social Studies Online</u></p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - West Region Early Beginnings</p> |

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| INDICATOR | 5.1.E | Analyze multiple perspectives on the economic, political, and social effects of western expansion, the Industrial Revolution, and immigration through primary and secondary sources, and evaluate the subsequent changes to the U.S. |
| Social Studies Online Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings | | |

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| STANDARD / COURSE | | Grade 5 Standards – United States & South Carolina Studies Part II |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Federal Expansion |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Demonstrate an understanding of how international events and conditions during the early 20th Century (i.e., 1910–1940) affected the United States and South Carolina. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: In the early 20th Century, the economies of the United States and South Carolina experienced a boom-and-bust period. This situation led to significant government intervention in order to stimulate the economy. |

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| INDICATOR | 5.2.E | Evaluate multiple perspectives from the period, including the economic, political, and social impacts of World War I, the 1920s, the Great Depression, and the New Deal using primary and secondary sources. |
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[Social Studies Online](#)
[Grade 4 - Midwest Region Today](#)

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|---|-------------|---|
| STANDARD / COURSE | | Grade 5 Standards – United States & South Carolina Studies Part II |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Social Changes |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Demonstrate an understanding of the conflicts, innovations, and social changes in the United States, including South Carolina, from 1950–1980. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: The United States during the post-World War II period was dominated by a power conflict that pitted former allies against each other over economic and political differences, which affected all aspects of American life at home and abroad. Additionally, various civil rights movements within the United States and South Carolina impacted society |

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| INDICATOR | 5.4.CX | Contextualize the tension between the United States and the Soviet Union during the Cold War. |
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[Social Studies Online](#)
[Exploring Cuba](#)

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 6 - Adopted: 2021

| STANDARD / COURSE | | Life Science (LS) |
|---|--|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | From Molecules to Organisms: Structures and Processes (LS1) |

PERFORMANCE DESCRIPTOR / STANDARD 6-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Social Studies Online

Who Lives On a Coral Reef?

| STANDARD / COURSE | | Earth and Space Science (ESS) |
|---|--|-------------------------------|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth's Systems (ESS2) |

PERFORMANCE DESCRIPTOR / STANDARD 6-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

Social Studies Online

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE DESCRIPTOR / STANDARD 6-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

PERFORMANCE DESCRIPTOR / STANDARD 6-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Social Studies Online

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

PERFORMANCE DESCRIPTOR / STANDARD 6-ESS2-5. Analyze and interpret data to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions.

Social Studies Online

Canada: Coast to Coast

PERFORMANCE DESCRIPTOR / STANDARD 6-ESS2-6. Develop and use models to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

[Social Studies Online](#)
[Galapagos Islands](#)

South Carolina Standards & Learning
Social Studies
Grade: 6 - Adopted: 2019

| STANDARD / COURSE | | Grade 6 Deconstructed Skills |
|---|-----|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CO: | Comparison – Utilize broad characteristics of historical developments to create a comparative analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of comparison, students should: |

GRADE LEVEL EXAMPLE / STAGE distinguish similarities and differences among or between world civilizations.

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Egypt - Land of the Pharaohs](#)
[Ancient Egypt - Land of the Pyramids](#)
[Ancient Greece](#)
[Ancient Mayan Civilization](#)
[Ancient Rome](#)

GRADE LEVEL EXAMPLE / STAGE categorize historical events according to similarities and differences.

[Social Studies Online](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)
[Ancient Egypt - Land of the Pharaohs](#)
[Ancient Egypt - Land of the Pyramids](#)
[Ancient Greece](#)
[Ancient Mayan Civilization](#)
[Ancient Rome](#)
[Canada: Coast to Coast](#)
[Rome - The Eternal City](#)

| STANDARD / COURSE | | Grade 6 Deconstructed Skills |
|---|-----|---|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CE: | Causation – Analyze significant turning points in history to assess multiple long-term and short-term causes and effects. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of causation, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | identify major historical turning points. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | analyze historical turning points to determine long- and short-term causes and effects. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | analyze historical eras to determine relationships (e.g., cause/effect, connections, and patterns) between eras. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | examine historical events to infer possible outcomes. |
| | <u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City |

| STANDARD / COURSE | | Grade 6 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | P: | Periodization – Organize a historical narrative into time periods using units of time (e.g., decades, half-centuries, centuries) and significant turning points. |

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| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to think in terms of periodization, students should: |
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GRADE LEVEL
EXAMPLE /
STAGE

identify how significant events and related developments led to changes in historical periods.

Social Studies Online
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Rome - The Eternal City

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| STANDARD / COURSE | | Grade 6 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CX: | Context – Identify historical context by analyzing historical developments using specific references to time, place, and broader circumstances. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use context, students should: |

GRADE LEVEL
EXAMPLE /
STAGE

distinguish historical developments based on time and place.

Social Studies Online
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

GRADE LEVEL
EXAMPLE /
STAGE

analyze how historical developments affect the world in both historic and contemporary contexts.

Social Studies Online
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

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|--|------------|--|
| STANDARD / COURSE | | Grade 6 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Continuities and Changes – Identify and explain significant theme-based patterns of continuities and changes within a period of time. |

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| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand continuities and changes, students should: |
| GRADE LEVEL EXAMPLE / STAGE | | <p>define theme-based continuities and changes.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | | <p>identify theme-based patterns of continuity and change.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p> |
| GRADE LEVEL EXAMPLE / STAGE | | <p>explain theme-based continuities and changes within a period.</p> <p>Social Studies Online Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City</p> |
| STANDARD / COURSE | | Grade 6 Standards – World Civilizations |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Civilizations |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 1: | Demonstrate an understanding of the organization and transformation(s) of world civilizations to 550. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Legacies of world civilizations include the arts, governmental structures, science, and technology. World civilizations had reciprocal influence on each other's growth and development. |

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| INDICATOR | 6.1.CO | <p>Compare the development of social systems among the early river valley civilizations.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs</p> |
| INDICATOR | 6.1.CE | <p>Summarize how environmental factors influenced the interactions within and between early civilizations.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome</p> |
| INDICATOR | 6.1.P | <p>Analyze the shift from early to classical civilizations and the enduring contributions of classical civilizations.</p> <p><u>Social Studies Online</u> Ancient Greece Ancient Rome Rome - The Eternal City</p> |
| INDICATOR | 6.1.CX | <p>Contextualize the origins and spread of major world religions and their enduring influence.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)</p> |
| INDICATOR | 6.1.CC | <p>Analyze changes and continuities that influenced the organization and technological advancements of early and classical world civilizations.</p> <p><u>Social Studies Online</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization</p> |
| INDICATOR | 6.1.E | <p>Analyze multiple perspectives on the political, intellectual, and social achievements of classical societies through a variety of primary and secondary sources.</p> <p><u>Social Studies Online</u> Ancient Greece Ancient Rome Rome - The Eternal City</p> |
| STANDARD / COURSE | | Grade 6 Standards – World Civilizations |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Increased Global Interactions |

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| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Demonstrate an understanding of the increased global interactions among humans from the end of the classical era to the invention of the printing press (i.e., 550–1450). |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: World civilizations were developing more complex economic, political, and social systems. As these civilizations became more complex, their global interactions increased resulting in various transformations. |
| INDICATOR | 6.2.CO | Compare the political systems within world civilizations. <u>Social Studies Online</u> <u>Ancient Mayan Civilization</u> |
| INDICATOR | 6.2.CE | Explain the impact of global exchanges among world civilizations. <u>Social Studies Online</u> <u>Ancient Mayan Civilization</u> <u>Rome - The Eternal City</u> |
| INDICATOR | 6.2.CC | Evaluate continuities and changes in cultural and economic interactions between societies in both West Africa and the Americas. <u>Social Studies Online</u> <u>Ancient Mayan Civilization</u> |
| INDICATOR | 6.2.E | Analyze multiple perspectives on the increased interactions among and between world societies through a variety of primary and secondary sources. <u>Social Studies Online</u> <u>Ancient Mayan Civilization</u> <u>Rome - The Eternal City</u> |

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 7 - Adopted: 2021

| STANDARD / COURSE | | Physical Science (PS) |
|---|--|-----------------------------------|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Matter and Its Interactions (PS1) |

PERFORMANCE DESCRIPTOR / STANDARD 7-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

| STANDARD / COURSE | | Life Science (LS) |
|---|--|--|
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Ecosystems: Interactions, Energy, and Dynamics (LS2) |

PERFORMANCE DESCRIPTOR / STANDARD 7-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Social Studies Online

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

PERFORMANCE DESCRIPTOR / STANDARD 7-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE DESCRIPTOR / STANDARD 7-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Social Studies Online

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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

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| PERFORMANCE DESCRIPTOR / STANDARD | 7-LS2-5. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
| STANDARD / COURSE | | Earth and Space Science (ESS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Earth and Human Activity (ESS3) |
| PERFORMANCE DESCRIPTOR / STANDARD | 7-ESS3-1. | Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California |
| PERFORMANCE DESCRIPTOR / STANDARD | 7-ESS3-3. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. <u>Social Studies Online</u> African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah |
| PERFORMANCE DESCRIPTOR / STANDARD | 7-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. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 |
| PERFORMANCE DESCRIPTOR / STANDARD | 7-ESS3-5. | Ask questions to clarify evidence of the factors that have impacted global temperatures over the past century. <u>Social Studies Online</u> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado |

South Carolina Standards & Learning

Social Studies

Grade: 7 - Adopted: 2019

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| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | M: | Mapping – Identify, use, interpret, and construct regional-scale maps. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of mapping in the study of geography, students should: |

GRADE LEVEL identify and describe the properties and functions of maps.

EXAMPLE /
STAGE

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

GRADE LEVEL use a variety of paper and digital technologies to display and analyze geospatial data.

EXAMPLE /
STAGE

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

GRADE LEVEL interpret maps for understanding and problem-solving.

EXAMPLE /
STAGE

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

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| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | MR: | Models and Representations – Identify, use, interpret, and construct geographic models and other visual representations at the regional-scale. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of models and representations in the study of geography, students should: |

GRADE LEVEL use a variety of models and representations to display and analyze geospatial data.

EXAMPLE /
STAGE

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

GRADE LEVEL interpret models and representations for understanding and problem-solving.

EXAMPLE /
STAGE

[Social Studies Online](#)

[Canada: Coast to Coast](#)

[Canada: Our Northern Neighbor](#)

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| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | GE: | Gather Evidence and Communicate Findings – Identify, use, and interpret different forms of evidence, including primary and secondary sources, at the regional-scale. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to gather evidence and communicate findings in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | | evaluate geospatial data and other data sources for accuracy, quality, perspective, and value. <u>Social Studies Online</u> Canada: Coast to Coast Canada: Our Northern Neighbor |
| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Conditions, Connections, and Regions – Identify, compare, and evaluate the development of conditions, connections, and regions. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to recognize conditions, connections, and regions in the study of geography, students should: |

GRADE LEVEL
EXAMPLE /
STAGE

identify the physical and human conditions of places and the connections among places.

Social Studies Online
African Safari
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Barcelona
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
London - City of Pomp & Majesty
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Paris - City of Light - Grades 6 - 12
Tokyo - City of Contrasts

GRADE LEVEL
EXAMPLE /
STAGE

compare the physical and human conditions of places and the connections among places.

Social Studies Online
African Safari
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Barcelona
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
London - City of Pomp & Majesty
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Paris - City of Light - Grades 6 - 12
Tokyo - City of Contrasts

GRADE LEVEL
EXAMPLE /
STAGE

evaluate the influence of places on other places.

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

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| GRADE LEVEL EXAMPLE / STAGE | | evaluate the development of regions as they vary over time and space. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor |
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| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | S: | Scale – Identify and compare spatial hierarchies. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand scale in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | | identify spatial hierarchies from local to global scale. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor |
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| GRADE LEVEL EXAMPLE / STAGE | | analyze spatial hierarchies from local to global scale. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor |
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| STANDARD / COURSE | | Grade 7 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | DP: | Distribution and Patterns – Identify and analyze spatial distributions, patterns, and associations. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand distribution and patterns in the study of geography, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | | identify spatial distributions, patterns, and associations. <u>Social Studies Online</u> Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor |
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| GRADE LEVEL EXAMPLE / STAGE | | analyze changes over time in spatial distributions, patterns, and associations. <u>Social Studies Online</u> Canada: Our Northern Neighbor |
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| STANDARD / COURSE | | Grade 7 Standards – Geography of World Regions |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Africa |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 1: | Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Africa. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Africa is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique African landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth. |
| INDICATOR | 7.1.1.PR | Identify select African physical systems and human characteristics of places. Social Studies Online African Safari |
| INDICATOR | 7.1.2.ER | Identify climate and vegetation regions of Africa and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. Social Studies Online African Safari |
| INDICATOR | 7.1.3.HS | Explain Africa's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change. Social Studies Online African Safari |
| INDICATOR | 7.1.4.HS | Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of African societies. Social Studies Online African Safari |
| INDICATOR | 7.1.5.HS | Identify and analyze the current political borders using maps, and explain the connections between African places and other continents based upon factors such as colonialism, imperialism, independence movements, and regional alliances. Social Studies Online African Safari |
| STANDARD / COURSE | | Grade 7 Standards – Geography of World Regions |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Asia |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Asia. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Asia is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique Asian landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth. |

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| INDICATOR | 7.2.1.PR | Identify select Asian physical systems and human characteristics of places. Social Studies Online Tokyo - City of Contrasts |
| INDICATOR | 7.2.2.PR | Identify climate and vegetation regions of Asia and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. Social Studies Online Tokyo - City of Contrasts |
| INDICATOR | 7.2.3.HS | Explain Asia's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change. Social Studies Online Tokyo - City of Contrasts |
| INDICATOR | 7.2.4.HS | Compare and contrast the physical and human conditions that lead to the creation of dynamic ethnic, gender, language, and religious landscapes of Asian societies. Social Studies Online Tokyo - City of Contrasts |
| INDICATOR | 7.2.5.HS | Identify and analyze the current political borders using maps, and explain the economic, political, and social connections between Asian places and other continents. Social Studies Online Tokyo - City of Contrasts |

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| STANDARD / COURSE | | Grade 7 Standards – Geography of World Regions |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Europe |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 4: | Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary Europe. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Europe is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique European landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth. |

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| INDICATOR | 7.4.1.PR | Identify select European physical systems and human characteristics of places. Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |
| INDICATOR | 7.4.2.ER | Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |

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| INDICATOR | 7.4.4.HS | Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of European societies. Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |
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| INDICATOR | 7.4.5.HS | Identify and analyze the current political borders using maps, and explain the connections between European countries based upon centripetal and centrifugal forces, as well as connections between European places and other continents. Social Studies Online Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 12 Rome - The Eternal City |
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| STANDARD / COURSE | | Grade 7 Standards – Geography of World Regions |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | North America |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 5: | Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary North America. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: North America is a geographically diverse continent with a variety of physical features and social structures. The physical and cultural regional conditions create unique North American landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth. |

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| INDICATOR | 7.5.1.PR | Identify select North American physical systems and human characteristics of places. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba |
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| INDICATOR | 7.5.2.ER | Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba |
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| INDICATOR | 7.5.4.HS | Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of North American societies. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba |
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| INDICATOR | 7.5.5.HS | Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in North American societies, and explain the connections between North American places and other continents. Social Studies Online Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba |
| STANDARD / COURSE | | Grade 7 Standards – Geography of World Regions |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | South America |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 6: | Analyze the cultural, economic, environmental, physical, political, and population geographies of contemporary South America. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: South America is a geographical structure. The physical and cultural regional conditions create unique South American landscapes, an understanding of which lays the foundation for learning about the continent's connection to the other peoples and places on Earth. |
| INDICATOR | 7.6.1.PR | Identify select South American physical systems (e.g., landforms and bodies of water), and human characteristics of places (e.g., countries and cities). Social Studies Online Galapagos Islands |
| INDICATOR | 7.6.2.ER | Identify climate and vegetation regions and the spatial distributions and patterns of natural resources, including the impact of their location on human activities. Social Studies Online Galapagos Islands |
| INDICATOR | 7.6.3.HS | Explain South America's current human population distributions and patterns, and use geographic models to compare the conditions driving migration and demographic change. Social Studies Online Galapagos Islands |
| INDICATOR | 7.6.4.HS | Compare and contrast the dynamic physical and human conditions that lead to the creation of ethnic, gender, language, and religious landscapes of South American societies. Social Studies Online Galapagos Islands |
| INDICATOR | 7.6.5.HS | Identify and analyze the current political borders using maps, explain the economic, political, and social inequalities present in South American societies, and explain the connections between South American places and other continents. Social Studies Online Galapagos Islands |

Main Criteria: South Carolina Standards & Learning

Secondary Criteria: Social Studies Online

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

South Carolina Standards & Learning

Science

Grade: 8 - Adopted: 2021

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| STANDARD / COURSE | | Life Science (LS) |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | From Molecules to Organisms: Structures and Processes (LS1) |

PERFORMANCE DESCRIPTOR / STANDARD 8-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Social Studies Online

Galapagos Islands

South Carolina Standards & Learning

Social Studies

Grade: 8 - Adopted: 2019

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| STANDARD / COURSE | | Grade 8 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CO: | Comparison – Utilize multiple characteristics of historical developments to create a comparative analysis. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of comparison, students should: |

GRADE LEVEL EXAMPLE / STAGE explain characteristics (i.e. who, what, where, why, when, and how) of historical developments.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

GRADE LEVEL EXAMPLE / STAGE categorize similarities and differences among historical developments.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

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| STANDARD / COURSE | | Grade 8 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CE: | Causation – Identify and compare significant turning points, including the related causes and effects that affect historical continuity and change. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use the skill of causation, students should: |

GRADE LEVEL identify significant events that led to change or maintain continuity.

EXAMPLE /

STAGE

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

GRADE LEVEL

EXAMPLE /

STAGE

evaluate the causes of turning points and how they lead to change or continuity.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

GRADE LEVEL

EXAMPLE /

STAGE

evaluate the effects of turning points and how they lead to change or continuity.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

GRADE LEVEL

EXAMPLE /

STAGE

compare the importance of turning points related to causality.

Social Studies Online

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

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| STANDARD / COURSE | | Grade 8 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | P: | Periodization – Utilize significant turning points to justify the historical narrative of a time period. |

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| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to think in terms of periodization, students should: |
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GRADE LEVEL
EXAMPLE /
STAGE

utilize turning points to identify historical periods according to historical themes.

Social Studies Online
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

GRADE LEVEL
EXAMPLE /
STAGE

explain how significant events and related developments lead to changes in historical periods.

Social Studies Online
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

GRADE LEVEL
EXAMPLE /
STAGE

justify the categorization of historical periods through the use of turning points and related developments.

Social Studies Online
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Rome - The Eternal City

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| STANDARD / COURSE | | Grade 8 Deconstructed Skills |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CX: | Context – Explain how historical themes are used to determine context when analyzing significant events. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to use context, students should: |

GRADE LEVEL
EXAMPLE /
STAGE

identify and describe a historical theme.

Social Studies Online
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

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| GRADE LEVEL EXAMPLE / STAGE | distinguish historical events based on time and place. |
| | Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | analyze how historical developments affect the world in both historic and contemporary contexts. |
| | Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | explain how one event can be contextualized within more than one theme. |
| | Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | assess the impact of historical patterns on the conditions surrounding an event. |
| | Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |

| STANDARD / COURSE | | Grade 8 Deconstructed Skills |
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| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | CC: | Continuities and Changes – Analyze significant turning points and theme-based patterns of continuities and changes within a period of time. |
| PERFORMANCE DESCRIPTOR / STANDARD | | To demonstrate their ability to understand continuities and changes, students should: |

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| GRADE LEVEL EXAMPLE / STAGE | define theme-based continuity and change. |
| | Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | cite evidence of theme-based continuities and changes within a period of time. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |
| GRADE LEVEL EXAMPLE / STAGE | determine the significance of turning points in the context of theme-based patterns. Social Studies Online Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City |

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| STANDARD / COURSE | | Grade 8 Standards – South Carolina and the United States |
| KNOWLEDGE AND SKILLS / ESSENTIAL QUESTION | | Revolution and Identity |
| PERFORMANCE DESCRIPTOR / STANDARD | Standard 2: | Demonstrate an understanding of how South Carolinians and Americans created a revolutionary form of government during the period of 1757– 1815. |
| GRADE LEVEL EXAMPLE / STAGE | | Enduring Understanding: Political and economic developments underscored how the colonists in British North America had become uniquely American, prompting the development of a new nation. Drawing on their experience under British rule, the founding generation created a government with shared powers between the state and federal institutions. |

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| INDICATOR | 8.2.E | Utilize a variety of primary and secondary sources to analyze multiple perspectives on the development of democracy in South Carolina and the United States. |
| | | Social Studies Online Washington, DC - Grades 6 - 12 |