National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)

Subjects: Science, Social Studies

Grades: K, 1, 2

Virtual Field Trips

Grade 1 - Families and Neighbors

National Council for the Social Studies (NCSS)
Social Studies

Grade K - Adopted: 2010

THEME  NCSS.1. CULTURE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY 1.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.

THEME  NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY 2.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

THEME  NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY 3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION 3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
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<td>CATEGORY</td>
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<td>LEARNING EXPECTATION</td>
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**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 1 - Adopted: 2010**

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THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY 2.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY 3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION 3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY 3.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 3.2.1. Ask and find answers to geographic questions related to the school, community, state, region, and world.

THEME NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.

CATEGORY 4.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 4.1.2. Concepts such as: growth, change, learning, self, family, and groups.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY 5.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 5.1.1. This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced.
LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
LEARNING EXPECTATION 5.1.4. That individuals, groups, and institutions share common elements and also have unique characteristics.
LEARNING EXPECTATION 5.1.5. The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.

National Council for the Social Studies (NCSS)
Social Studies

Grade 2 - Adopted: 2010
THEME NCSS.1. CULTURE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
That provide for the study of culture and cultural diversity.

**Category 1.1. Knowledge**

**Learning Expectation 1.1.5.** How individuals learn the elements of their culture through interactions with other members of the culture group.

**Theme NCSS.1. Culture**

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

**Category 1.2. Processes**

**Learning Expectation 1.2.1.** Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

**Theme NCSS.2. Time, Continuity, and Change**

Social studies programs should include experiences that provide for the study of the past and its legacy.

**Category 2.1. Knowledge**

**Learning Expectation 2.1.5.** Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

**Theme NCSS.3. People, Places, and Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

**Category 3.1. Knowledge**

**Learning Expectation 3.1.3.** Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.

**Learning Expectation 3.1.4.** Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

**Theme NCSS.3. People, Places, and Environments**

Social studies programs should include experiences that provide for the study of people, places, and environments.

**Category 3.2. Processes**

**Learning Expectation 3.2.1.** Ask and find answers to geographic questions related to the school, community, state, region, and world.

**Theme NCSS.4. Individual Development and Identity**

Social studies programs should include experiences that provide for the study of individual development and identity.

**Category 4.1. Knowledge**

**Learning Expectation 4.1.2.** Concepts such as: growth, change, learning, self, family, and groups.

**Theme NCSS.5. Individuals, Groups, and Institutions**

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

**Category 5.1. Knowledge**

**Learning 5.1.1.** This theme helps us know that people belong to groups and institutions that
EXPECTATION

influence them and by which they are influenced.

LEARNING

Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

EXPECTATION

That individuals, groups, and institutions share common elements and also have unique characteristics.

EXPECTATION

The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.

National Geography Standards (NGS)

Social Studies

Grade K - Adopted: 2012

ESSENTIAL ELEMENT

NGS.WST.

The World in Spatial Terms

STANDARD WST.2.

How to use mental maps to organize information about people, places, and environments in a spatial context

STRAND WST.2.4.

Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions

BENCHMARK WST.2.4.A.

Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION WST.2.4.A.1.

Identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

EXPECTATION WST.2.4.A.3.

Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

ESSENTIAL ELEMENT

NGS.PR.

Places and Regions

STANDARD PR.4.

The physical and human characteristics of places

STRAND PR.4.1.

The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations

BENCHMARK PR.4.1.A.

Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

EXPECTATION PR.4.1.A.2.

Identify and describe the defining characteristics of the student’s community as a place.

ESSENTIAL ELEMENT

NGS.PR.

Places and Regions

STANDARD PR.5.

That people create regions to interpret Earth's complexity

STRAND PR.5.1.

The Concept of Region: Regions are areas of Earth’s surface with unifying physical and/or human characteristics

BENCHMARK PR.5.1.A.

Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to

EXPECTATION PR.5.1.A.2.

Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

ESSENTIAL ELEMENT

NGS.PR.

Places and Regions

STANDARD PR.6.

How culture and experience influence people's perceptions of places and
The Perception of Places and Regions: People can have different views of the same places and regions

**BENCHMARK PR.6.1.A.** Describe how people view places in their community differently, as exemplified by being able to describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**EXPECTATION PR.6.1.A.2.** Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENTS**

**STANDARD PS.8.** The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

**STANDARD PS.8.1.** Components of Ecosystems: The components of ecosystems

**BENCHMARK PS.8.1.A.** Identify the components of different ecosystems, as exemplified by being able to describe local ecosystems by surveying and recording the properties of their components.

**EXPECTATION PS.8.1.A.3.** Describe local ecosystems by surveying and recording the properties of their components.

**STANDARD HS.10.** The characteristics, distribution, and complexity of Earth's cultural mosaics

**STANDARD HS.10.1.** Characteristics of Culture: A culture has distinctive characteristics

**BENCHMARK HS.10.1.A.** Identify and describe the characteristics of a culture, as exemplified by being able to identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).

**EXPECTATION HS.10.1.A.1.** Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).

**STANDARD ES.14.** How human actions modify the physical environment

**STANDARD ES.14.1.** Modification of the Physical Environment: People modify the physical environment

**BENCHMARK ES.14.1.A.** Identify and describe ways in which humans modify the physical environment, as exemplified by being able to identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**EXPECTATION ES.14.1.A.1.** Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**STANDARD ES.15.** How physical systems affect human systems

**STANDARD ES.15.1.** Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities

**BENCHMARK ES.15.1.A.** Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

**EXPECTATION ES.15.1.A.1.** Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

**EXPECTATION ES.15.1.A.3.** Describe how people take advantage of the physical environment of their regions.
local community (e.g., water supply, farming, gardens, recreational activities).

**National Geography Standards (NGS)**

**Social Studies**

**Grade 1** - Adopted: 2012

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<th>Standard</th>
<th>Strand</th>
<th>Benchmark</th>
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<td>NGS.WST.</td>
<td>WST.2.</td>
<td>WST.2.4.</td>
<td>WST.2.4.A.</td>
<td>How to use mental maps to organize information about people, places, and environments in a spatial context</td>
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Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENT** NGS.PS. Physical Systems

**STANDARD** PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

**STRAND** PS.8.1. Components of Ecosystems: The components of ecosystems

**BENCHMARK** PS.8.1.A. Identify the components of different ecosystems, as exemplified by being able to

Describe local ecosystems by surveying and recording the properties of their components.

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.10. The characteristics, distribution, and complexity of Earth's cultural mosaics

**STRAND** HS.10.1. Characteristics of Culture: A culture has distinctive characteristics

**BENCHMARK** HS.10.1.A. Identify and describe the characteristics of a culture, as exemplified by being able to

Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).

**ESSENTIAL ELEMENT** NGS.ES. Environment and Society

**STANDARD** ES.14. How human actions modify the physical environment

**STRAND** ES.14.1. Modification of the Physical Environment: People modify the physical environment

**BENCHMARK** ES.14.1.A. Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

**ESSENTIAL ELEMENT** NGS.ES. Environment and Society

**STANDARD** ES.15. How physical systems affect human systems

**STRAND** ES.15.1. Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities

**BENCHMARK** ES.15.1.A. Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

**National Geography Standards (NGS)**

**Social Studies**
### Grade 2 - Adopted: 2012

**ESSENTIAL ELEMENT** | **NGS.WST.** | The World in Spatial Terms
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**STANDARD** | **WST.2.** | How to use mental maps to organize information about people, places, and environments in a spatial context
**STRAND** | **WST.2.4.** | Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
**BENCHMARK** | **WST.2.4.A.** | Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

**EXPECTATION** | **WST.2.4.A.1.** | Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

**ESSENTIAL ELEMENT** | **NGS.PR.** | Places and Regions
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**STANDARD** | **PR.4.** | The physical and human characteristics of places
**STRAND** | **PR.4.1.** | The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
**BENCHMARK** | **PR.4.1.A.** | Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to identify and describe the defining characteristics of the student’s community as a place.

**EXPECTATION** | **PR.4.1.A.2.** | Identify how people view places in their community differently, as exemplified by being able to describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENT** | **NGS.PR.** | Places and Regions
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**STANDARD** | **PR.5.** | That people create regions to interpret Earth’s complexity
**STRAND** | **PR.5.1.** | The Concept of Region: Regions are areas of Earth’s surface with unifying physical and/or human characteristics
**BENCHMARK** | **PR.5.1.A.** | Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

**EXPECTATION** | **PR.5.1.A.2.** | Describe how people view places in their community differently, as exemplified by being able to describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENT** | **NGS.PR.** | Places and Regions
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**STANDARD** | **PR.6.** | How culture and experience influence people's perceptions of places and regions
**STRAND** | **PR.6.1.** | The Perception of Places and Regions: People can have different views of the same places and regions
**BENCHMARK** | **PR.6.1.A.** | Describe how people view places in their community differently, as exemplified by being able to describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**EXPECTATION** | **PR.6.1.A.2.** | Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

**ESSENTIAL ELEMENT** | **NGS.PS.** | Physical Systems
The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

Components of Ecosystems: The components of ecosystems

Identify the components of different ecosystems, as exemplified by being able to

Describe local ecosystems by surveying and recording the properties of their components.

Human Systems

The characteristics, distribution, and complexity of Earth's cultural mosaics

Identify and describe the characteristics of a culture, as exemplified by being able to

Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).

Environment and Society

How human actions modify the physical environment

Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

How physical systems affect human systems

Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).