

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

**Subjects:** Science, Social Studies

**Grades: 1, 2, 3**

**Virtual Field Trips**

**Grade 2 - Early Americans**

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 1** - 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 | 1.1.4. How culture may change in response to changing needs and concerns.   |
| 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 | 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.   |
| 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.2. TIME, CONTINUITY, AND CHANGE  |
| DEFINITION           | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.                             |
| CATEGORY             | 2.2. PROCESSES - Learners will be able to:  |
| LEARNING EXPECTATION | 2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.                       |
| LEARNING EXPECTATION | 2.2.3. Identify examples of both continuity and change, as depicted in stories, photographs, and documents.                           |
| LEARNING EXPECTATION | 2.2.6. Describe how people in the past lived, and research their values and beliefs   |
| THEME                | NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY   |
| DEFINITION           | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT                               |

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|                      |          | AND IDENTITY.   |
| CATEGORY             | 4.3.     | PRODUCTS - Learners demonstrate understanding by:   |
| LEARNING EXPECTATION | 4.3.4.   | Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.                            |
| 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             | 5.2.     | PROCESSES - Learners will be able to:   |
| LEARNING EXPECTATION | 5.2.5.   | Provide examples of the role of institutions in furthering both continuity and change.  |
| THEME                | NCSS.10. | CIVIC IDEALS AND PRACTICES  |
| DEFINITION           |          | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC. |
| CATEGORY             | 10.1.    | KNOWLEDGE - Learners will understand:   |
| LEARNING EXPECTATION | 10.1.4.  | Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.                            |

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 2** - Adopted: 2010

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| 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 | 1.1.4.  | How culture may change in response to changing needs and concerns.   |
| 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 | 2.1.2.  | Key concepts such as: past, present, future, similarity, difference, and change.   |
| 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.2. | TIME, CONTINUITY, AND CHANGE   |
| DEFINITION           |         | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.                      |
| CATEGORY             | 2.2.    | PROCESSES - Learners will be able to:  |
| LEARNING EXPECTATION | 2.2.1.  | Ask and find answers to questions related to the past in school, community, state and regional contexts.                       |
| LEARNING EXPECTATION | 2.2.3.  | Identify examples of both continuity and change, as depicted in stories, photographs, and documents.                           |

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| LEARNING EXPECTATION | 2.2.6.   | Describe how people in the past lived, and research their values and beliefs  |
| 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             | 4.3.     | PRODUCTS - Learners demonstrate understanding by:   |
| LEARNING EXPECTATION | 4.3.4.   | Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.                            |
| 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             | 5.2.     | PROCESSES - Learners will be able to:   |
| LEARNING EXPECTATION | 5.2.5.   | Provide examples of the role of institutions in furthering both continuity and change.  |
| THEME                | NCSS.10. | CIVIC IDEALS AND PRACTICES  |
| DEFINITION           |          | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC. |
| CATEGORY             | 10.1.    | KNOWLEDGE - Learners will understand:   |
| LEARNING EXPECTATION | 10.1.4.  | Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.                            |

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 3** - 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 | 1.1.4.  | How culture may change in response to changing needs and concerns.   |
| 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 | 2.1.2.  | Key concepts such as: past, present, future, similarity, difference, and change.   |
| 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.2. | TIME, CONTINUITY, AND CHANGE   |
| DEFINITION           |         | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.                      |

|                      |          |   |
|----------------------|----------|---|
| CATEGORY             | 2.2.     | PROCESSES - Learners will be able to:   |
| LEARNING EXPECTATION | 2.2.1.   | Ask and find answers to questions related to the past in school, community, state and regional contexts.  |
| LEARNING EXPECTATION | 2.2.3.   | Identify examples of both continuity and change, as depicted in stories, photographs, and documents.  |
| LEARNING EXPECTATION | 2.2.6.   | Describe how people in the past lived, and research their values and beliefs  |
| 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             | 4.3.     | PRODUCTS - Learners demonstrate understanding by:   |
| LEARNING EXPECTATION | 4.3.4.   | Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.                            |
| 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             | 5.2.     | PROCESSES - Learners will be able to:   |
| LEARNING EXPECTATION | 5.2.5.   | Provide examples of the role of institutions in furthering both continuity and change.  |
| THEME                | NCSS.10. | CIVIC IDEALS AND PRACTICES  |
| DEFINITION           |          | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC. |
| CATEGORY             | 10.1.    | KNOWLEDGE - Learners will understand:   |
| LEARNING EXPECTATION | 10.1.4.  | Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.                            |

### **National Geography Standards (NGS)**

#### **Social Studies**

#### **Grade 1** - Adopted: 2012

|                   |              |  |
|-------------------|--------------|--|
| ESSENTIAL ELEMENT | NGS.ES.      | Environment and Society  |
| STANDARD          | ES.14.       | How human actions modify the physical environment  |
| STRAND            | ES.14.2.     | The Use of Technology: People use technology to get what they need from the physical environment   |
| BENCHMARK         | ES.14.2.A.   | Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to                          |
| EXPECTATION       | ES.14.2.A.3. | Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).                    |
| ESSENTIAL ELEMENT | NGS.UG.      | The Uses of Geography  |
| STANDARD          | UG.17.       | How to apply geography to interpret the past   |
| STRAND            | UG.17.1.     | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past |

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|-------------|--------------|--|
| BENCHMARK   | UG.17.1.A.   | Describe the geographic context in which a historical event occurred, as exemplified by being able to  |
| EXPECTATION | UG.17.1.A.3. | Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. |

### **National Geography Standards (NGS)**

#### **Social Studies**

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

|                   |              |  |
|-------------------|--------------|--|
| ESSENTIAL ELEMENT | NGS.ES.      | Environment and Society  |
| STANDARD          | ES.14.       | How human actions modify the physical environment  |
| STRAND            | ES.14.2.     | The Use of Technology: People use technology to get what they need from the physical environment   |
| BENCHMARK         | ES.14.2.A.   | Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to                                |
| EXPECTATION       | ES.14.2.A.3. | Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).                          |
| ESSENTIAL ELEMENT | NGS.UG.      | The Uses of Geography  |
| STANDARD          | UG.17.       | How to apply geography to interpret the past   |
| STRAND            | UG.17.1.     | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past       |
| BENCHMARK         | UG.17.1.A.   | Describe the geographic context in which a historical event occurred, as exemplified by being able to  |
| EXPECTATION       | UG.17.1.A.3. | Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. |

### **National Geography Standards (NGS)**

#### **Social Studies**

#### **Grade 3** - Adopted: 2012

|                   |              |   |
|-------------------|--------------|---|
| ESSENTIAL ELEMENT | NGS.ES.      | Environment and Society   |
| STANDARD          | ES.14.       | How human actions modify the physical environment   |
| STRAND            | ES.14.2.     | The Use of Technology: People use technology to get what they need from the physical environment  |
| BENCHMARK         | ES.14.2.A.   | Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to       |
| EXPECTATION       | ES.14.2.A.3. | Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines). |
| ESSENTIAL ELEMENT | NGS.UG.      | The Uses of Geography   |
| STANDARD          | UG.17.       | How to apply geography to interpret the past  |
| STRAND            | UG.17.1.     | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings     |

for events in the past

BENCHMARK UG.17.1.A. Describe the geographic context in which a historical event occurred, as exemplified by being able to

EXPECTATION UG.17.1.A.3. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

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