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

DEFINITION

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		

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES

THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT

AND IDENTITY.

4.3. **CATEGORY** PRODUCTS - Learners demonstrate understanding by: **LEARNING** Studying important people in the community and nation, at the present time or 4.3.4. **EXPECTATION** in the past, to list qualities that make them special. NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS THEME SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES **DEFINITION** THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS. **CATEGORY** 5.2. PROCESSES - Learners will be able to: Provide examples of the role of institutions in furthering both continuity and **LEARNING** 5.2.5. EXPECTATION change. THEME NCSS.10. CIVIC IDEALS AND PRACTICES SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES

DEFINITION THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.

CATEGORY 10.1. KNOWLEDGE - Learners will understand:

Democratic ideals and practices are often represented in excerpts from LEARNING 10.1.4. **EXPECTATION** contemporary and historical sources, quotations, and stories.

National Council for the Social Studies (NCSS)

Social Studies

Grade 2 - Adopted: 2010

THEME NCSS.1. CULTURE SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL **DEFINITION** DIVERSITY. **CATEGORY** 1.1. KNOWLEDGE - Learners will understand: LEARNING 1.1.4. How culture may change in response to changing needs and concerns. **EXPECTATION LEARNING** How individuals learn the elements of their culture through interactions with EXPECTATION 1.1.5. other members of the culture group. 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 - Learners will understand:

DEFINITION

LEARNING 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change. **EXPECTATION**

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

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES DEFINITION THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

CATEGORY 2.2. PROCESSES - Learners will be able to:

LEARNING Ask and find answers to questions related to the past in school, community, 2.2.1. **EXPECTATION** state and regional contexts.

LEARNING Identify examples of both continuity and change, as depicted in stories, EXPECTATION 2.2.3. photographs, and documents.

LEARNING 2.2.6. Describe how people in the past lived, and research their values and beliefs **EXPECTATION**

NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY THEME

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES

THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT **DEFINITION**

AND IDENTITY.

CATEGORY 4.3. PRODUCTS - Learners demonstrate understanding by:

LEARNING Studying important people in the community and nation, at the present time or 4.3.4. **EXPECTATION** in the past, to list qualities that make them special.

NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS THEME

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES

THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG DEFINITION

INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY 5.2. PROCESSES - Learners will be able to:

LEARNING Provide examples of the role of institutions in furthering both continuity and 5.2.5. EXPECTATION change.

THEME NCSS.10. CIVIC IDEALS AND PRACTICES

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES **DEFINITION** THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES,

AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.

KNOWLEDGE - Learners will understand: **CATEGORY** 10.1.

LEARNING Democratic ideals and practices are often represented in excerpts from

EXPECTATION 10.1.4. contemporary and historical sources, quotations, and stories.

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

THEME NCSS.1. CULTURE

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES

DEFINITION THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL

DIVERSITY.

CATEGORY 1.1. KNOWLEDGE - Learners will understand:

LEARNING

1.1.4. How culture may change in response to changing needs and concerns. EXPECTATION

LEARNING

How individuals learn the elements of their culture through interactions with 1.1.5. **EXPECTATION**

other members of the culture group.

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES **DEFINITION** THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

2.1. KNOWLEDGE - Learners will understand: **CATEGORY**

LEARNING EXPECTATION

Key concepts such as: past, present, future, similarity, difference, and change. 2.1.2.

LEARNING EXPECTATION

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

THEME NCSS.2. TIME, CONTINUITY, AND CHANGE

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES DEFINITION 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

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	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
J	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

Identify and describe the differences between the geographic contexts of

EXPECTATION UG.17.1.A.3. 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

Identify and describe the differences between the geographic contexts of

EXPECTATION UG.17.1.A.3. Native American original settlement areas and the current tribal reservations in the United States.

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