Virtual Field Trips

Grade 2 - Living Together

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

THEME NCSS.1. CULTURE

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.2. PROCESSES - Learners will be able to:

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

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.
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.

THEME **NCSS.6. POWER, AUTHORITY, AND GOVERNANCE**

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.

**CATEGORY** 6.1. **KNOWLEDGE** - Learners will understand:

**LEARNING EXPECTATION** 6.1.1. Rules and laws can serve to support order and protect individual rights.

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**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** - 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.1. CULTURE**
DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.2. PROCESSES - Learners will be able to:
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
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.
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THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
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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
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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 5.1.5. The impact of families, schools, religious institutions, government agencies,
NCSS.6. POWER, AUTHORITY, AND GOVERNANCE

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.

Category 6.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.1. Rules and laws can serve to support order and protect individual rights.

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

NCSS.1. CULTURE

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.

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:

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.

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 - 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.

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**National Geography Standards (NGS)**

**Social Studies**

**Grade 1 - Adopted: 2012**

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<th>ESSENTIAL ELEMENT</th>
<th>NGS.WST.</th>
<th>The World in Spatial Terms</th>
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<td>STANDARD</td>
<td>WST.2.</td>
<td>How to use mental maps to organize information about people, places, and environments in a spatial context</td>
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<td>STRAND</td>
<td>WST.2.4.</td>
<td>Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions</td>
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<tr>
<td>BENCHMARK</td>
<td>WST.2.4.A.</td>
<td>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.</td>
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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.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
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.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
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).

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
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).

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).

National Geography Standards (NGS)
Social Studies

Grade 2 - 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.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
EXPECTATION PR.6.1.A.2. (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.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
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).

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).

EXPECTATION ES.15.1.A.1.

National Geography Standards (NGS)
Social Studies

Grade 3 - 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 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.
BENCHMARK WST.2.4.A. Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.
EXCEPTION WST.2.4.A.3.

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
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.

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).

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).

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).