

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

Subjects: Science, Social Studies

Grades: 6, 7, 8, 9

Virtual Field Trips

Washington, DC - Grades 6 - 9

National Council for the Social Studies (NCSS)

Social Studies

Grade 6 - Adopted: 2010

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	2.1.8. The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
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	6.1.2. Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
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	10.1.6. The origins and function of major institutions and practices developed to support democratic ideals and practices.

National Council for the Social Studies (NCSS)

Social Studies

Grade 7 - Adopted: 2010

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	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
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	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices.

National Council for the Social Studies (NCSS)

Social Studies

Grade 8 - Adopted: 2010

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	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols.
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	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).
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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices.

National Council for the Social Studies (NCSS)

Social Studies

Grade 9 - Adopted: 2010

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	6.1.2. Fundamental principles of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism).

National Geography Standards (NGS)

Social Studies

Grade 6 - 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.2.2.	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
EXPECTATION	WST.2.2.A.1.	Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.
EXPECTATION	WST.2.2.A.2.	Identify from memory the locations and boundaries of all adjacent states and major cities in those states.

National Geography Standards (NGS)

Social Studies

Grade 7 - 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.2.2.	Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
BENCHMARK	WST.2.2.A.	Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to

- EXPECTATION WST.2.2.A.1. Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.
- EXPECTATION WST.2.2.A.2. Identify from memory the locations and boundaries of all adjacent states and major cities in those states.

National Geography Standards (NGS)

Social Studies

Grade 8 - 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.2.2. Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)
- BENCHMARK WST.2.2.A. Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to
- EXPECTATION WST.2.2.A.1. Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations.
- EXPECTATION WST.2.2.A.2. Identify from memory the locations and boundaries of all adjacent states and major cities in those states.

National Geography Standards (NGS)

Social Studies

Grade 9 - 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.2.1. Developing Mental Maps: The locations, characteristics, patterns, and relationships of physical and human systems are the basis for mental maps at local to global scales
- BENCHMARK WST.2.1.A. Identify from memory and explain the locations, characteristics, patterns, and relationships among human and physical systems, as exemplified by being able to
- EXPECTATION WST.2.1.A.2. Identify the locations from memory and explain the connections between major transportation networks and population centers.
- ESSENTIAL ELEMENT NGS.HS. Human Systems
- STANDARD HS.10. The characteristics, distribution, and complexity of Earth's cultural mosaics
- STRAND HS.10.2. Patterns of Culture: Cultural landscapes exist at multiple scales
- BENCHMARK HS.10.2.A. Identify and analyze the spatial patterns of cultural landscapes at multiple scales, as exemplified by being able to
- EXPECTATION HS.10.2.A.1. Describe the cultural landscapes of two large cities in the United States and analyze the commonalities and differences of their built environments (e.g., Boston versus Los Angeles, Seattle versus Phoenix).

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