

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

Subjects: Science, Social Studies

Grades: K, 1, 2, 3, 4, 5

## Virtual Field Trips

### Washington, DC - Grades K - 5

National Council for the Social Studies (NCSS)

Social Studies

#### Grade K - 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	2.2. 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.
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.
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.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, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

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

**Social Studies**

**Grade 1** - 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	2.2. 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.
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.
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.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, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

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

**Social Studies**

**Grade 2** - 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	2.2. 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.
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.
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.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, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

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

**Social Studies**

**Grade 3** - 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	2.2.	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.
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.
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.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, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

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

**Social Studies**

**Grade 4** - 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	2.2. 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.
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.
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.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, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

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

**Social Studies**

**Grade 5** - 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 Geography Standards (NGS)

#### Social Studies

#### Grade K - Adopted: 2012

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.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

**National Geography Standards (NGS)  
Social Studies**

**Grade 1** - Adopted: 2012

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.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

**National Geography Standards (NGS)  
Social Studies**

**Grade 2** - Adopted: 2012

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.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

**National Geography Standards (NGS)**

## Social Studies

### Grade 3 - Adopted: 2012

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.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

## National Geography Standards (NGS)

### Social Studies

### Grade 4 - Adopted: 2012

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.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

**National Geography Standards (NGS)**  
**Social Studies**

**Grade 5** - 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.

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