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.
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.

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.
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.

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**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:

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.

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**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:

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.

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**Grade 5** - Adopted: **2010**

**Social Studies**
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).
Grade 1 - Adopted: 2012

National Geography Standards (NGS)
Social Studies

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).

Grade 2 - Adopted: 2012

National Geography Standards (NGS)
Social Studies

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).

National Geography Standards (NGS)
Grade 3 - Adopted: 2012

Social Studies

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.