

**Main Criteria:** Rhode Island World-Class Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**Rhode Island World-Class Standards**

**Science**

Grade: 4 - Adopted: 2006

<b>DOMAIN</b>	<b>RI.ESS1.</b>	<b>Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>ESS1 (K-4) INQ-1.</b>	<b>Given certain earth materials (soils, rocks or minerals) use physical properties to sort, classify, and describe them.</b>
<b>GSE STEM</b>	<b>ESS1 (3-4)-1.</b>	<b>Students demonstrate an understanding of earth materials by...</b>
<b>SPECIFIC INDICATOR</b>	<b>1b.</b>	<b>Recording and analyzing observations/data about physical properties (e.g., within a grouping, which characteristics are the same and which are different).</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - Geography of Our Communities</b> <b>National Parks West - Wyoming, Utah</b>
<b>SPECIFIC INDICATOR</b>	<b>1d.</b>	<b>Identifying the four basic materials of the earth (water, soil, rocks, air).</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - Geography of Our Communities</b> <b>National Parks West - Wyoming, Utah</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>
<b>DOMAIN</b>	<b>RI.ESS1.</b>	<b>Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>ESS1 (K-4) INQ-2.</b>	<b>Use results from an experiment to draw conclusions about how water interacts with earth materials (e.g., percolation, erosion, frost heaves).</b>
<b>GSE STEM</b>	<b>ESS1 (3-4)-2.</b>	<b>Students demonstrate an understanding of processes and change over time within earth systems by...</b>
<b>SPECIFIC INDICATOR</b>	<b>2a.</b>	<b>Conducting investigations and using observational data to describe how water moves rocks and soils.</b>  <b><u>Virtual Field Trips</u></b> <b>Grade 3 - Geography of Our Communities</b> <b>National Parks - West - Alaska &amp; Hawaii</b> <b>National Parks West - Wyoming, Utah</b> <b>National Parks of the Western Region - Part 1</b>
<b>DOMAIN</b>	<b>RI.ESS1.</b>	<b>Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>ESS1 (K-4) INQ+SAE-4.</b>	<b>Explain how wind, water, or ice shape and reshape the earth.</b>
<b>GSE STEM</b>	<b>ESS1 (3-4)-4.</b>	<b>Students demonstrate an understanding of processes and change over time within earth systems by...</b>
<b>SPECIFIC INDICATOR</b>	<b>4a.</b>	<b>Investigating local landforms and how wind, water, or ice have shaped and reshaped them (e.g. severe weather).</b>  <b><u>Virtual Field Trips</u></b> <b>Galapagos Islands</b> <b>Galapagos Islands - Espagnol</b>

		Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
SPECIFIC INDICATOR	4b.	Using or building models to simulate the effects of how wind and water shape and reshape the land (e.g., erosion, sedimentation, deposition, glaciation).  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
SPECIFIC INDICATOR	4c.	Identifying sudden and gradual changes that affect the Earth (e.g. sudden change = flood; gradual change = erosion caused by oceans).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) POC-5.	Based on data collected from daily weather observations, describe weather changes or weather patterns.
GSE STEM	ESS1 (3-4)-5.	Students demonstrate an understanding of processes and change over time within earth systems by...
SPECIFIC INDICATOR	5a.	Observing, recording, comparing, and analyzing weather data to describe weather changes or weather patterns.  <u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California
DOMAIN	RI.ESS1.	Earth and Space Science: The earth and earth materials as we know them today have developed over long periods of time, through continual change processes.
STATEMENT OF ENDURING KNOWLEDGE	ESS1 (K-4) FAF-6.	Given information about earth materials explain how their characteristics lend themselves to specific uses.
GSE STEM	ESS1 (3-4)-6.	Students demonstrate an understanding of properties of earth materials by...
SPECIFIC INDICATOR	6a.	Determining and supporting explanations of their uses (e.g., best soils to grow plants, best building material for a specific purpose, determining which rock size will best prevent erosion).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4)-INQ+POC-1.	Sort/classify different living things using similar and different characteristics. Describe why organisms belong to each group or cite evidence about how they are alike or not alike.

<b>GSE STEM</b>	<b>LS1 (3-4)-1.</b>	<b>Students demonstrate an understanding of classification of organisms by...</b>
<b>SPECIFIC INDICATOR</b>	<b>1b.</b>	Identifying, sorting and comparing based on similar and/or different external features.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest
<b>SPECIFIC INDICATOR</b>	<b>1c.</b>	Recording and analyzing observations/data about external features (e.g., within a grouping, which characteristics are the same and which are different).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>SPECIFIC INDICATOR</b>	<b>1d.</b>	Citing evidence (e.g., prior knowledge, data) to draw conclusions explaining why organisms are grouped/not grouped together (e.g. mammal, bird, and fish).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah The Amazon Rainforest Who Lives On a Coral Reef?
<b>DOMAIN</b>	<b>RI.LS1.</b>	<b>Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>LS1 (K-4) SAE-2.</b>	<b>Identify the basic needs of plants and animals in order to stay alive. (i.e., water, air, food, space).</b>
<b>GSE STEM</b>	<b>LS1 (3-4)-2.</b>	<b>Students demonstrate understanding of structure and function-survival requirements by...</b>
<b>SPECIFIC INDICATOR</b>	<b>2a.</b>	Observing that plants need water, air, food, light and space to grow and reproduce; observing that animals need water, air, food, and shelter/space to grow and reproduce.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed
<b>DOMAIN</b>	<b>RI.LS1.</b>	<b>Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, &amp; species).</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>LS1 (K-4) POC-3.</b>	<b>Predict, sequence or compare the life stages of organisms-plants and animals (e.g., put images of life stages of an organism in order, predict the next stage in sequence, compare two organisms).</b>
<b>GSE STEM</b>	<b>LS1 (3-4)-3.</b>	<b>Students demonstrate an understanding of reproduction by...</b>
<b>SPECIFIC INDICATOR</b>	<b>3a.</b>	Observing changes and recording data to scientifically draw and label the stages in the life cycle of a familiar plant and animal.  <u>Virtual Field Trips</u> Galapagos Islands

		Galapagos Islands - Espagnol How Coral Reefs Are Formed
SPECIFIC INDICATOR	3b.	Sequencing the life cycle of a plant or animal when given a set of data/pictures.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
SPECIFIC INDICATOR	3c.	Comparing the life cycles of 2 plants or 2 animals when given a set of data/pictures.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed
DOMAIN	RI.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, & species).
STATEMENT OF ENDURING KNOWLEDGE	LS1 (K-4) FAF-4.	Identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).
GSE STEM	LS1 (3-4)-4.	Students demonstrate understanding of structure and function-survival requirements by...
SPECIFIC INDICATOR	4a.	Identifying and explaining how the physical structure/characteristic of an organism allows it to survive and defend itself (e.g. of a characteristic-the coloring of a fiddler crab allows it to camouflage itself in the sand and grasses of its environment so that it will be protected from predators).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
SPECIFIC INDICATOR	4b.	Analyzing the structures needed for survival of populations of plants and animals in a particular habitat/environment (e.g. populations of desert plants and animals require structures that enable them to obtain/conserve/ retain water).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
DOMAIN	RI.LS2.	Life Science: Matter cycles and energy flows through an ecosystem.
STATEMENT OF ENDURING KNOWLEDGE	LS2 (K-4) SAE-6.	Describe ways plants and animals depend on each other (e.g., shelter, nesting, food).

<b>GSE STEM</b>	<b>LS2 (3-4)-6.</b>	<b>Students demonstrate an understanding of food webs in an ecosystem by...</b>
<b>SPECIFIC INDICATOR</b>	<b>6a.</b>	Demonstrating in a food web that all animals' food begins with the sun.  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
<b>SPECIFIC INDICATOR</b>	<b>6b.</b>	Using information about organisms to design a habitat and explain how the habitat provides for the needs of the organisms that live there  <u>Virtual Field Trips</u> The Amazon Rainforest
<b>SPECIFIC INDICATOR</b>	<b>6c.</b>	Explaining the way that plants and animals in that habitat depend on each other.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest - Part 2 - Younger Grades
<b>DOMAIN</b>	<b>RI.LS3.</b>	<b>Life Science: Groups of organisms show evidence of change over time (structures, behaviors, and biochemistry).</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>LS3 (K-4) SAE-7.</b>	<b>Using information (data or scenario), explain how changes in the environment can cause organisms to respond (e.g., survive there and reproduce, move away, die).</b>
<b>GSE STEM</b>	<b>LS3 (3-4)-7.</b>	<b>Students demonstrate an understanding of equilibrium in an ecosystem by...</b>
<b>SPECIFIC INDICATOR</b>	<b>7a.</b>	Explaining what plants or animals might do if their environment changes (e.g., changing food supply or habitat due to fire, human impact, sudden weather-related changes).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
<b>SPECIFIC INDICATOR</b>	<b>7b.</b>	Explaining how the balance of the ecosystem can be disturbed (e.g., how does overpopulation of a species affect the rest of the ecosystem).  <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>DOMAIN</b>	<b>RI.LS4.</b>	<b>Life Science: Humans are similar to other species in many ways, and yet are unique among Earth's life forms.</b>

STATEMENT OF ENDURING KNOWLEDGE	LS4 (K-4) FAF-8.	Identify what the physical structures of humans do (e.g., sense organs-eyes, ears, skin, etc.) or compare physical structures of humans to similar structures of animals.
GSE STEM	LS4 (3-4)-8.	Students demonstrate an understanding of human body systems by...
SPECIFIC INDICATOR	8b.	Comparing and analyzing external features and characteristics of humans and other animals.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?

**Rhode Island World-Class Standards  
Social Studies**

Grade: 4 - Adopted: 2012

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (3-4)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...
SPECIFIC INDICATOR	C&G 1 (3-4)-1.c.	Citing examples of services that local and state governments provide for the common good.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (3-4)-1.	Students demonstrate an understanding of United States government (local, state, national) by...
SPECIFIC INDICATOR	C&G 2 (3-4)-1.a.	Identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each (e.g., checks and balances).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
SPECIFIC INDICATOR	C&G 2 (3-4)-1.b.	Describing the U.S. Constitution and Bill of Rights and explaining why they are important.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (3-4)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...
SPECIFIC INDICATOR	C&G 2 (3-4)-2.a.	Identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day).

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
SPECIFIC INDICATOR	C&G 2 (3-4)-2.b.	Using a variety of sources (e.g., Bill of Rights, Declaration of Independence, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, E Pluribus Unum represents national unity, This Land is Your Land represents respect for diversity).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 3.	In a democratic society all people have certain rights and responsibilities.
GSE STEM	C&G 3 (3-4)-1.	Students demonstrate an understanding of citizens' rights and responsibilities by...
SPECIFIC INDICATOR	C&G 3 (3-4)-1.b.	Using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity).  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-3.	Students participate in a civil society by...
SPECIFIC INDICATOR	C&G 4 (3-4)-3.b.	Explaining how individuals can take responsibility for their actions and how their actions impact the community.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (3-4)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...
SPECIFIC INDICATOR	C&G 5 (3-4)-1.a.	Explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming).  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (3-4)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (3-4)-1.b.	Classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.  <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5

SPECIFIC INDICATOR	HP 1 (3-4)-1.c.	Organizing information obtained to answer historical questions. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Grade 3 - How The Country Was Settled Grade 3 - The First Americans Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (3-4)-1.	Students connect the past with the present by...
SPECIFIC INDICATOR	HP 2 (3-4)-1.a.	Investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (3-4)-3.	Students show understanding of change over time by...
SPECIFIC INDICATOR	HP 2 (3-4)-3.a.	Interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.). <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 3.	The study of history helps us understand the present and shape the future.
GSE STEM	HP 3 (3-4)-1.	Students demonstrate an understanding of how the past frames the present by...
SPECIFIC INDICATOR	HP 3 (3-4)-1.a.	Recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (3-4)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
SPECIFIC INDICATOR	HP 4 (3-4)-1.a.	Identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation). <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades

SPECIFIC INDICATOR	HP 4 (3-4)-1.b.	Identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe).  <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (3-4)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
SPECIFIC INDICATOR	HP 5 (3-4)-1.a.	Comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (3-4)-2.	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
SPECIFIC INDICATOR	HP 5 (3-4)-2.a.	Comparing how members within cultures interact with each other and their environment.  <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - A Country of Cultures Rome - The Eternal City - Part 2 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
SPECIFIC INDICATOR	HP 5 (3-4)-2.b.	Identifying how a culture has changed over time.  <u>Virtual Field Trips</u> Grade 3 - The First Americans
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (3-4)-2.	Students identify the characteristics and features of maps by...
SPECIFIC INDICATOR	G 1 (3-4)-2.a.	Applying map skills to represent a location (e.g., design a map).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (3-4)-1.	Students understand the physical and human characteristics of places by...
SPECIFIC INDICATOR	G 2 (3-4)-1.b.	Explaining how natural/physical features and human-made features makes a place unique.

		<u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 2.</b>	<b>Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.</b>
<b>GSE STEM</b>	<b>G 2 (3-4)-2.</b>	<b>Students distinguish between regions and places by...</b>
<b>SPECIFIC INDICATOR</b>	<b>G 2 (3-4)-2.a.</b>	Defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods).  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5
<b>SPECIFIC INDICATOR</b>	<b>G 2 (3-4)-2.b.</b>	Explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 2.</b>	<b>Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.</b>
<b>GSE STEM</b>	<b>G 2 (3-4)-4.</b>	<b>Students understand how geography contributes to how regions are defined / identified by...</b>
<b>SPECIFIC INDICATOR</b>	<b>G 2 (3-4)-4.a.</b>	Describing how physical geography defines boundaries of regions.  <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
<b>DOMAIN</b>	<b>RI.G.</b>	<b>Geography</b>
<b>STATEMENT OF ENDURING KNOWLEDGE</b>	<b>G 4.</b>	<b>Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.</b>
<b>GSE STEM</b>	<b>G 4 (3-4)-1.</b>	<b>Students explain how humans depend on their environment by...</b>

SPECIFIC INDICATOR	G 4 (3-4)-1.a.	Identifying how needs can be met by the environment (e.g., we grow food to eat).  <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (3-4)-3.	Students explain how human actions modify the physical environment by...
SPECIFIC INDICATOR	G 4 (3-4)-3.a.	Using maps and graphs to illustrate changes in the physical environment of the local community or region.  <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (3-4)-1.a.	Differentiating between human, natural, and capital resources.  <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
SPECIFIC INDICATOR	E 1 (3-4)-1.b.	Identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary).  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
SPECIFIC INDICATOR	E 1 (3-4)-3.a.	Comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.).  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 2.	Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.
GSE STEM	E 2 (3-4)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...
SPECIFIC INDICATOR	E 2 (3-4)-1.a.	Explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money).  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol

		Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
SPECIFIC INDICATOR	E 2 (3-4)-1.b.	Identifying factors that affect price (e.g., scarcity/abundance, incentives, competition).  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
SPECIFIC INDICATOR	E 2 (3-4)-1.c.	Explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more).  <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
DOMAIN	R.I.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (3-4)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...
SPECIFIC INDICATOR	E 3 (3-4)-1.a.	Comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending).  <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
SPECIFIC INDICATOR	E 3 (3-4)-1.b.	Describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services.  <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol