

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: K - Adopted: 2018

STRAND		Core Ideas for Using Science
CONCEPT / STANDARD	U1:	Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Grade 1 - Life Long Ago
CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

STRAND		Kindergarten: Focus on Patterns; Structure and Function
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding of patterns to understand changes in local weather, seasonal cycles, and daylight.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	K.E1U1.3.	Observe, record, and ask questions about temperature, precipitation, and other weather data to identify patterns or changes in local weather. Virtual Field Trips Grade 1 - The Earth Around Us
OBJECTIVE / GRADE LEVEL EXPECTATION	K.E1U1.4.	Observe, describe, ask questions, and predict seasonal weather patterns; and how those patterns impact plants and animals (including humans). Virtual Field Trips Grade 1 - The Earth Around Us

Arizona's College and Career Ready Standards

Social Studies

Grade: K - Adopted: 2018

STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
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OBJECTIVE / GRADE LEVEL EXPECTATION	K.SP1.3.	With prompting and support, generate questions about individuals and groups from stories shared. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.

OBJECTIVE / GRADE LEVEL EXPECTATION	K.C2.2.	Explain how all people, not just official leaders, play important roles in our school and community. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
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STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

OBJECTIVE / GRADE LEVEL EXPECTATION	K.E2.1.	Explain how needs, wants, and the availability of resources affect decision making. <u>Virtual Field Trips</u> Grade 1 - All About Work
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STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.

OBJECTIVE / GRADE LEVEL EXPECTATION	K.G2.1.	Explain how water and weather impacts humans. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
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STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, culture, and innovation have influenced history and continue to impact the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	K.H1.1.	Compare one's own culture with the culture of others.
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GRADE LEVEL EXPECTATION K.H1.1.1. Key cultures include those in the classroom, community, and one of Arizona's 22 Indian Nations.

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	K.H4.1.	Explain and explore origins of key American symbols, traditions and holidays.

GRADE LEVEL EXPECTATION K.H4.1.1. Key American symbols include but are not limited to American flag, bald eagle, Statue of Liberty, and Mount Rushmore.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

GRADE LEVEL EXPECTATION K.H4.1.3. Key holidays include but are not limited to Columbus Day, Thanksgiving, Presidents Day, Martin Luther King Jr. Day, Fourth of July, and Constitution Day.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

STRAND		KINDERGARTEN – CHILDREN AS CITIZENS
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION K.H4.2. Explore the stories of key historical figures through informational text and biographies.

Virtual Field Trips

Washington, DC - Grades K - 5

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 1 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

E1:

The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L2:

Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD

U1:

Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONCEPT / STANDARD

U2:

The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.

Virtual Field Trips

Grade 1 - Life Long Ago

CONCEPT / STANDARD

U3:

Applications of science often have both positive and negative ethical, social, economic, and/or political implications.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

STRAND		First Grade: Focus on Cause and Effect; Stability and Change (cycles)
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding that organisms depend on earth materials and other living organisms for survival.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards
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OBJECTIVE / GRADE LEVEL EXPECTATION 1.E1U1.5. Obtain, evaluate, and communicate information about the properties of Earth materials and investigate how humans use natural resources in everyday life.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Arizona's College and Career Ready Standards

Social Studies

Grade: 1 - Adopted: 2018

STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

OBJECTIVE / GRADE LEVEL EXPECTATION 1.SP1.2. Understand how events of the past affect students' lives and communities.

Virtual Field Trips

Grade 1 - The Earth Around Us

OBJECTIVE / GRADE LEVEL EXPECTATION 1.SP1.3. Generate questions about individuals and groups who have shaped a significant historical change.

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

OBJECTIVE / GRADE LEVEL EXPECTATION 1.SP3.1. Generate questions about issues in your community past and present.

Virtual Field Trips

Grade 1 - The Earth Around Us

OBJECTIVE / GRADE LEVEL EXPECTATION 1.SP3.2. With support identify evidence drawn from multiple sources to answer questions about issues in your community.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

OBJECTIVE / GRADE LEVEL EXPECTATION 1.SP3.3. With support construct and communicate solutions to issues in your community.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

OBJECTIVE / GRADE LEVEL EXPECTATION	1.SP3.4.	Take group or individual action to help address community issues. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.C3.1.	Explain the importance of rules and laws in our community.

GRADE LEVEL EXPECTATION	1.C3.1.1.	Key purposes include but are not limited to provide order, protect rights, provide benefits, assign responsibilities, and limit the power of people in authority. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.C3.2.	Explain the role and function of local governments.

GRADE LEVEL EXPECTATION	1.C3.2.1.	Key functions include but are not limited to make laws, carry out laws, enforce laws, manage conflicts, and protect the community. Virtual Field Trips Grade 1 - Let's Learn About the Government
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GRADE LEVEL EXPECTATION	1.C3.2.2.	Key concepts include but are not limited to type of government and its leaders including the current Governor and President and Vice President of the United States. Virtual Field Trips Grade 1 - Let's Learn About the Government
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.C3.3.	Explain how community groups work to accomplish common tasks and fulfill responsibilities.

GRADE LEVEL EXPECTATION	1.C3.3.1.	Such as voting, volunteering, community clean-up or recycling campaigns, and becoming informed on community issues
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work

STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		A financially literate individual understands how to manage income, spending, and investment.

OBJECTIVE / GRADE LEVEL EXPECTATION	1.E1.1.	Identify different occupations and the skills and education needed for those jobs in our community.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

OBJECTIVE / GRADE LEVEL EXPECTATION	1.E1.2.	Describe reasons to save or spend money.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.

OBJECTIVE / GRADE LEVEL EXPECTATION	1.E2.1.	Explain how needs, wants, and availability of resources affect decision making.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.

OBJECTIVE / GRADE LEVEL EXPECTATION	1.E3.1.	Describe the skills, knowledge, and sequence of events required to produce goods and services in our community.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

OBJECTIVE / GRADE LEVEL EXPECTATION	1.E3.2.	Explain how people in our community earn income. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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OBJECTIVE / GRADE LEVEL EXPECTATION	1.E3.3.	Explain how people can be producers and consumers in our community. Virtual Field Trips Grade 2 - Work and Money
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools helps individuals understand their world.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.G1.1.	Use, explore and construct maps, graphs and other geographical representations to support content focus.

GRADE LEVEL EXPECTATION	1.G1.1.1.	Key concepts include but are not limited to physical features (rivers, lakes, mountains, landforms, desert) and human features (dams, cities, parks, hospitals, schools, railroad tracks, farms, factories, houses). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.G3.1.	Explain why and how people, goods, and ideas move from place to place.

GRADE LEVEL EXPECTATION	1.G3.1.1.	Key concepts include but are not limited to transportation, immigration, education, technology, and natural resources. Virtual Field Trips Grade 1 - The Earth Around Us
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	1.H4.1.	Explain and explore origins of key American symbols, documents, landmarks, holidays, and leaders as well as their importance from the past to the present in our country.

GRADE LEVEL EXPECTATION	1.H4.1.1.	Symbols include but are not limited to American flag, bald eagle, Statue of Liberty, White House, Washington Monument, Mount Rushmore, Liberty Bell, United States Capitol, and Arizona state symbols. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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GRADE LEVEL EXPECTATION	1.H4.1.2.	Holidays include but are not limited to Columbus Day, Thanksgiving, Veterans Day, Memorial Day, Labor Day, Presidents Day, Martin Luther King Jr. Day, Independence Day, Constitution Day, and Arizona Statehood Day. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans
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GRADE LEVEL EXPECTATION	1.H4.1.3.	Leaders include but are not limited to local and/or Tribal leaders, state leaders, and national leaders. Virtual Field Trips Grade 1 - Let's Learn About the Government
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STRAND		FIRST GRADE – COMMUNITIES: LIVING AND WORKING TOGETHER
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	1.H4.2.	Draw upon fictional stories, biographies, and non-fiction/informational text to identify historical figures in your community, state, and nation and explain their significance in history and in the present day. Virtual Field Trips Grade 2 - Early Americans Washington, DC - Grades K - 5
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Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 2 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

How Coral Reefs Are Formed

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONCEPT / STANDARD U2: The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Life Long Ago

Grade 3 - Geography of Our Communities

CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications.
		Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Life Long Ago Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities

STRAND		Second Grade: Focus on Systems and System Models; Energy and Matter
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding of the distribution and role of water and wind in weather, shaping the land, and where organisms live. Wind and water can also change environments, and students learn humans and other organisms can change environments too. Students develop an understanding of changing patterns in the sky including the position of Sun, Moon, and stars, and the apparent shape of the Moon.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E1U1.4.	Observe and investigate how wind and water change the shape of the land resulting in a variety of landforms.
		Virtual Field Trips Grade 3 - Geography of Our Communities

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E1U1.5.	Develop and use models to represent that water can exist in different states and is found in oceans, glaciers, lakes, rivers, ponds, and the atmosphere.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E1U3.7.	Construct an argument from evidence regarding positive and negative changes in water and land systems that impact humans and the environment.
		Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities

STRAND		Second Grade: Focus on Systems and System Models; Energy and Matter
CONCEPT / STANDARD		Life Sciences: Students develop an understanding that life on Earth depends on energy from the Sun or energy from other organisms to survive.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	2.L2U1.9.	Obtain, analyze, and communicate evidence that organisms need a source of energy, air, water, and certain temperature conditions to survive.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us How Coral Reefs Are Formed

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.L2U1.1
0.

Develop a model representing how life on Earth depends on energy from the Sun and energy from other organisms.

Virtual Field Trips
Amazon Rainforest - Grades 2-5

Arizona's College and Career Ready Standards
Social Studies
Grade: 2 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.SP1.2.

Understand how events of the past affect students' lives and community.

Virtual Field Trips
Grade 1 - The Earth Around Us

OBJECTIVE / GRADE LEVEL EXPECTATION	2.SP1.3.	Generate questions about individuals and groups who have shaped a significant historical change. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.SP2.1. Compare diverse cultures from around the world using primary sources such as photographs, artifacts, and music and secondary sources such as fiction and non-fiction.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 1 - Families and Neighbors
Grade 2 - Living Together
Grade 3 - A Country of Cultures

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.SP3.1. Identify facts and concepts associated with compelling and supporting questions.

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.SP3.3. Generate questions about a source as it relates to an event or development.

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

OBJECTIVE /
GRADE LEVEL
EXPECTATION

2.SP3.5. Ask and answer questions about explanations and arguments.

Virtual Field Trips
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SP4.1.	Generate possible reasons for an event or development. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
OBJECTIVE / GRADE LEVEL EXPECTATION	2.SP4.2.	Select which reasons might be more likely than others to explain an event or development. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans
STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.C2.1.	Describe roles and responsibilities of people in authority within our country and world. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Work and Money
STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Process, rules, and laws direct how individuals are governed and how society addresses problems.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.C4.1.	Explain how people work together to identify and solve problems within our world. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		A financially literate individual understands how to manage income, spending, and investment.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.E1.1.	Identify different occupations and skills needed in a global economy. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E1.2.	Describe reasons to save or spend money. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E3.1.	Identify and describe the goods and services that are produced around the world. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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OBJECTIVE / GRADE LEVEL EXPECTATION	2.E3.2.	Explain how people around the world earn income. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
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OBJECTIVE / GRADE LEVEL EXPECTATION	2.E3.3.	Explain how people can be producers and consumers in a global economy. <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The interconnected global economy impacts all individuals and groups in significant and varied ways.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.E5.1.	Illustrate how a country's resources determine what is produced and traded. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - The First Americans
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STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		GEOGRAPHY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools help individuals understand their world.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.G1.1.	Use and construct maps, graphs, and other geographic representations of familiar and unfamiliar places in the world; and locate physical and human features.

GRADE LEVEL EXPECTATION 2.G1.1.1. Key physical features include but are not limited to seven continents, oceans, lakes, rivers, mountain ranges, coasts, seas, and deserts.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Paris - City of Light - Grades K - 5

The Sahara Desert

GRADE LEVEL EXPECTATION 2.G1.1.2. Key human features include but are not limited to equator, hemispheres, North and South Pole, cities, states, countries, regions, and landmarks.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Paris - City of Light - Grades K - 5

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools help individuals understand their world.

OBJECTIVE / GRADE LEVEL EXPECTATION 2.G1.2. Use maps, globes, and other simple geographic models to identify and explain cultural and environmental characteristics of places in the world based on stories shared.

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.G2.1.	Explain how weather, climate, and other environmental characteristics affect people's lives in a place or region being studied. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us The Sahara Desert
OBJECTIVE / GRADE LEVEL EXPECTATION	2.G2.2.	Describe how human activities affect the communities and the environment of places or regions. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
OBJECTIVE / GRADE LEVEL EXPECTATION	2.G2.3.	Describe the positive and negative effects of using natural resources. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	2.G3.1.	Explain why and how people, goods, and ideas move from place to place.

GRADE LEVEL EXPECTATION	2.G3.1.1.	Key concepts include but are not limited to transportation, trade, immigration, migration, and communication. Virtual Field Trips Grade 1 - The Earth Around Us
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STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.

OBJECTIVE / GRADE LEVEL EXPECTATION	2.G4.1.	Identify different physical and cultural regions in the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us
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STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION 2.H1.1. Explain how individuals can make contributions to a civilization and/or culture in place or region studied.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

OBJECTIVE / GRADE LEVEL EXPECTATION 2.H1.2. Using primary and secondary sources, compare civilizations and/or cultures around the world and how they have changed over time in a place or region studied.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

OBJECTIVE / GRADE LEVEL EXPECTATION 2.H1.3. Examine developments from the civilization and/or culture in place or region studied.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

STRAND		SECOND GRADE – THE WORLD AROUND ME
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION 2.H3.1. Generate questions about the institutions and belief systems of different societies.

GRADE LEVEL EXPECTATION 2.H3.1.1. Key concepts include but are not limited to religion, governments, economic systems, and education.

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 3 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Landforms

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Today
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CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Today Grade 4 - West Region Today
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STRAND		Third Grade: Focus on Systems and System Models; Structure and Function
CONCEPT / STANDARD		Life Sciences: Students develop an understanding that life on Earth depends on energy from the Sun or energy from other organisms to survive.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	3.L1U1.5.	Develop and use models to explain that plants and animals (including humans) have internal and external structures that serve various functions that aid in growth, survival, behavior, and reproduction. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L2U1.6.	Plan and carry out investigations to demonstrate ways plants and animals react to stimuli. Virtual Field Trips African Safari Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - West Region Geography Who Lives On a Coral Reef?
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OBJECTIVE / GRADE LEVEL EXPECTATION	3.L2U1.7.	Develop and use system models to describe the flow of energy from the Sun to and among living organisms. Virtual Field Trips Galapagos Islands Who Lives On a Coral Reef?
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OBJECTIVE /
GRADE LEVEL
EXPECTATION

3.L2U1.8. Construct an argument from evidence that organisms are interdependent.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

Arizona's College and Career Ready Standards

Social Studies

Grade: 3 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		THIRD GRADE – ARIZONA STUDIES – prehistoric to present-day Arizona
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CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Civic virtues and democratic principles are key components of the American political system.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.C1.1.	Describe civic virtues and democratic principles within a variety of government structures, societies, and/or communities within Arizona.

GRADE LEVEL EXPECTATION 3.C1.1.1. Key concepts include but are not limited to respecting the rights of others, helping to promote the common good, and participating in government.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

STRAND		THIRD GRADE – ARIZONA STUDIES – prehistoric to present-day Arizona
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.C3.1.	Describe the origins, functions, and structure of the Arizona Constitution, local governments, and tribal governments.

GRADE LEVEL EXPECTATION 3.C3.1.1. Key concepts for state government include but are not limited to distinguishing the difference between national and state governments, describing the major responsibilities of each branch, describing the important services state governments provide, describing how state government officials are chosen and who those current officials are, explaining how people can participate in their state governments, explaining why it is important that people participate in their state government, and understanding how state government services are paid for.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

GRADE LEVEL EXPECTATION 3.C3.1.2. Key concepts for local governments include but are not limited to distinguishing between state and local governments, knowing services local governments provide such as public safety, public transportation, education, recreation, explain how local government services are provided and paid for, describing how local government officials are chosen and who they are, explaining how people can participate in their local government, and explaining why it is important to participate in their local government.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

STRAND		THIRD GRADE – ARIZONA STUDIES – prehistoric to present-day Arizona
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.

OBJECTIVE / GRADE LEVEL EXPECTATION 3.C3.2. Describe ways in which people benefit from and are challenged by working together, including through families, school, workplaces, voluntary organizations, and government.

Virtual Field Trips

Grade 2 - Work and Money

STRAND		THIRD GRADE – ARIZONA STUDIES – prehistoric to present-day Arizona
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools helps individuals understand their world.
OBJECTIVE / GRADE LEVEL EXPECTATION	3.G1.1.	Use and construct maps and graphs to represent changes in Arizona over time.

GRADE LEVEL
EXPECTATION

3.G1.1.1.

Key concepts include but are not limited to locating physical features including the Grand Canyon, Mogollon Rim, Colorado River, Salt River, Gila River.

Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 4 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

National Parks - Wyoming, Utah

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Today
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CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Today Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Physical Sciences: Students develop an understanding of how Earth's resources can be transformed into different forms of energy. Students develop a better understanding of electricity and magnetism.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Physical Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION 4.P4U3.4. Engage in argument from evidence on the use and impact of renewable and nonrenewable resources to generate electricity.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Southwest Region Today

STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding of the different Earth systems and how they interact with each other. They understand how geological systems change and shape the Earth and the evidence that is used to understand these changes. They also understand how weather, climate, and human interactions can impact the environment.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.5.	Use models to explain seismic waves and their effect on the Earth. Virtual Field Trips Grade 4 - West Region Geography
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.6.	Plan and carry out an investigation to explore and explain the interactions between Earth's major systems and the impact on Earth's surface materials and processes. Virtual Field Trips Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.7.	Develop and/or revise a model using various rock types, fossil location, and landforms to show evidence that Earth's surface has changed over time. Virtual Field Trips Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U1.8.	Collect, analyze, and interpret data to explain weather and climate patterns. Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U3.9.	Construct and support an evidence-based argument about the availability of water and its impact on life. Vertical Alignment: 2.E1U1.5, 2.E1U3.7 Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Today National Parks - Nevada, California
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E1U2.1 0.	Define problem(s) and design solution(s) to minimize the effects of natural hazards. Virtual Field Trips Grade 3 - Geography of Our Communities
STRAND		Fourth Grade: Systems and System Models; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Life Sciences: Students develop an understanding of the diversity of past and present organisms, factors impacting organism diversity, and evidence of change of organisms over time.

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards
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OBJECTIVE / GRADE LEVEL EXPECTATION 4.L4U1.1 Analyze and interpret environmental data to demonstrate that species either adapt and survive, or go extinct over time.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

The Sahara Desert

Arizona's College and Career Ready Standards

Social Studies

Grade: 4 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE / GRADE LEVEL EXPECTATION Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE / GRADE LEVEL EXPECTATION		Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.SP1.2. Compare life in specific historical time periods to life today.

Virtual Field Trips
 Grade 3 - The First Americans
 Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP1.3.	Generate questions about individuals and groups who have shaped significant historical events.

GRADE LEVEL
EXPECTATION

4.SP1.3.1 Key individuals may include but are not limited to explorers, leaders (Mesoamerican, American Indian, and political), settlers, women, landowners, organizations, colonists, missionaries, and enslaved and free Africans.

Virtual Field Trips
 Grade 3 - The First Americans
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
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CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP2.1.	Explain why individuals and groups during the same historical period differed in their perspectives on issues and events.

GRADE LEVEL EXPECTATION 4.SP2.1.1 Key issues may include but are not limited to slavery, exploration, property rights, and colonization.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP2.2. Explain connections among historical contexts and people's perspectives at the time.

Virtual Field Trips

Grade 3 - The First Americans

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP3.1. Develop questions about events and developments in the Americas.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

OBJECTIVE / GRADE LEVEL EXPECTATION 4.SP3.2. Compare information provided by various sources about events and developments in the Americas.

Virtual Field Trips

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

OBJECTIVE / GRADE LEVEL EXPECTATION	4.SP3.3.	Generate questions about multiple sources and their relationships to events and developments in the Americas. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

4.SP4.1. Explain probable causes and effects of events and developments.

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Civic virtues and democratic principles are key components of the American political system.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.C1.1.	Analyze civic virtues and democratic principles or lack thereof within a variety of government structures, societies, and/or communities within the Americas.

GRADE LEVEL
EXPECTATION

4.C1.1.1. Key concepts include but are not limited to governmental structures, views on property ownership and land use, representative assemblies, town meetings, colonial legislatures, and royal governments throughout the Americas in the time period being studied.

Virtual Field Trips
Grade 3 - The First Americans
Grade 4 - West Region Early Beginnings

STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.C2.1.	Use primary and secondary sources to generate questions about the concepts and ideas such as liberty, justice, equality, and individual rights.

GRADE LEVEL EXPECTATION	4.C2.1.1.	Key concepts include but are not limited to oppression, slavery and the slave trade, indentured servitude, The Mayflower Compact, religious freedom, and European treatment of native cultures in the Americas. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E2.1.	Examine concepts of scarcity, choice, opportunity cost, and risk.

GRADE LEVEL EXPECTATION	4.E2.1.1.	Key concepts include but are not limited to nomadic and sedentary societies, reasons for European exploration, triangular trade, Jamestown settlement, and the establishment of colonies. Virtual Field Trips Grade 3 - The First Americans
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STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.E3.1.	Compare different industries, occupations, and resources as well as different forms of income earned or received that have shaped the Americas.

GRADE LEVEL EXPECTATION	4.E3.1.1.	Key concepts include but are not limited to societal roles of the individual in Mesoamerican civilizations, the emerging labor force in the colonies (cash crop farming, slavery, indentured servitude), resources and industries of the Southern, Middle, and New England Colonies, economic way of life in western Africa before the 16th century, and views on property ownership and land use between European settlers and American Indians. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
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STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.G2.1.	Compare the diverse ways people or groups of people have impacted, modified, or adapted to the environment of the Americas.

GRADE LEVEL EXPECTATION	4.G2.1.1.	Key concepts include but are not limited to disease, farming, family structure, housing, cultural assimilation, cultural amalgamation, climate, transportation, domestication of animals, clothing, recreation, and utilization of renewable and non-renewable natural resources. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.H1.1.	Utilizing a variety of multi-genre primary and secondary sources, construct historical narratives about cultures, civilizations, and innovations in the Americas.

GRADE LEVEL EXPECTATION	4.H1.1.1.	Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before and after European exploration, enslaved and free Africans living in the colonies, British, French, Dutch, Spanish explorers and settlers, and the thirteen colonies. Virtual Field Trips Ancient Mayan Civilization Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
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STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Cycles of conflict and cooperation have shaped relations among people, places, and environments.

OBJECTIVE / GRADE LEVEL EXPECTATION	4.H2.1.	Describe the cycles of conflict and compromise that occurred in the Americas during the convergence of Europeans, American Indians, and Africans in the Americas before and after European exploration. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
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OBJECTIVE / GRADE LEVEL EXPECTATION	4.H2.2.	Analyze the different approaches used by the Spanish, Portuguese, British, and the French in their interactions with American Indians. Virtual Field Trips Grade 3 - The First Americans
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STRAND		FOURTH GRADE – REGIONS AND CULTURES OF THE AMERICAS – Pre-contact Americas to European settlements (up to 1763)
CONCEPT / STANDARD		HISTORY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	4.H3.1.	Examine how economic, political, and religious ideas and institutions have influenced the development of individual rights, freedoms, and responsibilities in the Americas.
GRADE LEVEL EXPECTATION	4.H3.1.1.	Key concepts include but are not limited to Olmec, Maya, Inca, Aztec, American Indians living in the Americas before European exploration. Virtual Field Trips Ancient Mayan Civilization
GRADE LEVEL EXPECTATION	4.H3.1.2.	Key concepts include but are not limited to the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers), how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, ways in which society expresses itself (art, music, dance, crafts, and writings), and how religious beliefs of groups like the Quakers and Spanish missionaries led to questions about the morality of slavery and ideas of equality. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - West Region Early Beginnings

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 5 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

E1:

The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L1:

Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L2:

Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L4:

The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD	U1:	Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Today
CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Grade 4 - Midwest Region Today Grade 4 - Southwest Region Today Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

STRAND		Fifth Grade: Patterns; Scale, Proportion, and Quantity
CONCEPT / STANDARD		Physical Sciences: Students develop an understanding that changes can occur to matter/objects on Earth or in space, but both energy and matter follow the pattern of being conserved during those changes.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Physical Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	5.P2U1.3.	Construct an explanation using evidence to demonstrate that objects can affect other objects even when they are not touching. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Today
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STRAND		Fifth Grade: Patterns; Scale, Proportion, and Quantity
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CONCEPT / STANDARD		Life Sciences: Students develop an understanding of patterns and how genetic information is passed from generation to generation. They also develop the understanding of how genetic information and environmental features impact the survival of an organism.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION 5.L4U3.1 Obtain, evaluate, and communicate evidence about how natural and human-caused changes to habitats or climate can impact populations.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

Who Lives On a Coral Reef?

Arizona's College and Career Ready Standards

Social Studies

Grade: 5 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE / GRADE LEVEL EXPECTATION Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions
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OBJECTIVE / GRADE LEVEL EXPECTATION Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP1.3.	Generate questions about individuals and groups who have shaped significant historical changes and continuities.

GRADE LEVEL EXPECTATION 5.SP1.3.1 Key individuals or groups should represent the time-period being studied and be inclusive of the diversity represented in the history of the United States.

Virtual Field Trips

Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions since there are multiple points of view about events and issues.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP2.1.	Explain why individuals and groups during the same historical period differed in their perspectives.

GRADE LEVEL EXPECTATION	5.SP2.1.1	Key individuals and groups can include but are not limited to a loyalist and patriots, federalist and anti-federalist, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION	5.SP2.1.2	Key issues and events can include but are not limited to federalism, constitutional interpretation, individual liberties, slavery, Jim Crow Laws and segregation, secession, westward expansion, Indian boarding schools, immigration, Manifest Destiny, worker's rights, and women's rights.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.SP4.1.	Explain probable causes and effects of events and developments in United States history from the revolutionary period to the rise of industry and urbanization.

GRADE LEVEL EXPECTATION	5.SP4.1.1	Events include but are not limited to the American Revolution, Constitutional Convention, Civil War, Reconstruction, westward expansion, industrialism, and urbanization.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.C3.1.	Describe the origins, functions, and structure of the United States Constitution and the three branches of government.

GRADE LEVEL EXPECTATION	5.C3.1.1.	Key origins include historical and philosophical influences like the government structures of Ancient Greece and Rome, Enlightenment thinkers like John Locke, British documents like the Magna Carta, colonial governments, the Articles of Confederation, and the compromises and ratification debates of the Constitutional Convention Key functions of the United States government as outlined in the Preamble.
		Virtual Field Trips Ancient Greece

GRADE LEVEL EXPECTATION	5.C3.1.2.	Key structures include distributing, sharing, and limiting powers of the national government through separation of powers, checks and balances, and federalism.
Virtual Field Trips Washington, DC - Grades K - 5		

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Process, rules, and laws direct how individuals are governed and how society addresses problems.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.C4.1.	Using primary and secondary sources to examine historical and contemporary means of a changing society through laws and policies in order to address public problems.

GRADE LEVEL EXPECTATION	5.C4.1.1.	Key concepts can include but are not limited to the purpose of the Declaration of Independence, the creation of the Constitution, the formation and development of social and reform movements, and responses to industrialism and poverty at the turn of the century.
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Virtual Field Trips

Grade 4 - Northeast

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.E2.1.	Compare the benefits and costs of individual choices within the context of key historical events.

GRADE LEVEL EXPECTATION	5.E2.1.1.	Key concepts can include but are not limited to smuggling during the American Revolution, separating from England, economic powers outlined in the Constitution, slavery, secession, territorial expansion, and unregulated industry.
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Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The domestic economy is shaped by interactions between government, institutions, and the private sector.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.E4.2.	Analyze how agriculture, new industries, innovative technologies, changes in transportation, and labor impacted the national economy including productivity, supply and demand, and price during the time-period being studied.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.G3.1.	Use key historical events with geographic tools to analyze the causes and effects of environmental and technological events on human settlements and migration.

GRADE LEVEL EXPECTATION	5.G3.1.1.	Key concepts include but are not limited to consequences of territorial expansion on American Indians, the institution of slavery, the positive and negative impact of new technologies on the environment and the growth of cities, and the impact of transportation and infrastructure on settlement and migration.
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Virtual Field Trips
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.G4.1.	Describe how economic activities, natural phenomena, and human-made events in one place or region are impacted by interactions with nearby and distant places or regions.
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Virtual Field Trips
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Cycles of conflict and cooperation have shaped relations among people, places, and environments.
OBJECTIVE / GRADE LEVEL EXPECTATION	5.H2.1.	Use primary and secondary sources to summarize the causes and effects of conflicts, resolutions, and social movements throughout the historical timeframe.

GRADE LEVEL EXPECTATION	5.H2.1.1.	Key conflicts can include but are not limited to cultural conflicts, political conflicts, economic conflicts, military conflicts, and conflicts related to resource use and availability.
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Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

STRAND		FIFTH GRADE – UNITED STATES STUDIES – American Revolution to Industrialism (1763 to 1900s)
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	5.H4.1.	Use primary and secondary sources to describe how diverse groups (racial, ethnic, class, gender, regional, immigrant/migrant) shaped the United States' multicultural society within the historical timeframe.
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Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 6 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

E1:

The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L1:

Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L2:

Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL

L4:

The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD

U1:

Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

National Parks - Wyoming, Utah

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications.
		Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

STRAND		Sixth Grade: Focus on Patterns; Scale, Proportion, and Quantity; Systems and System Models; Energy and Matter
CONCEPT / STANDARD		Life Sciences: Students develop an understanding of how energy from the Sun is transferred through ecosystems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L2U3.11	Use evidence to construct an argument regarding the impact of human activities on the environment and how they positively and negatively affect the competition for energy and resources in ecosystems.
		Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L2U3.12.	Engage in argument from evidence to support a claim about the factors that cause species to change and how humans can impact those factors.
		Virtual Field Trips Galapagos Islands

OBJECTIVE / GRADE LEVEL EXPECTATION	6.L2U1.1 3.	Develop and use models to demonstrate the interdependence of organisms and their environment including biotic and abiotic factors. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed National Parks - Nevada, California
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OBJECTIVE / GRADE LEVEL EXPECTATION	6.L2U1.1 4.	Construct a model that shows the cycling of matter and flow of energy in ecosystems. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
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Arizona's College and Career Ready Standards
Social Studies
Grade: 6 - Adopted: 2018

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE / GRADE LEVEL EXPECTATION		Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SP1.2.	Analyze connections among events and developments in various geographic and cultural contexts.
		Virtual Field Trips Rome - The Eternal City

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SP1.3.	Classify a series of historical events and developments as examples of change and/or continuity.
		Virtual Field Trips Rome - The Eternal City

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SP1.4.	Evaluate the significance of past events and their effect on students' lives and society.
		Virtual Field Trips Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SP2.1.	Explain how and why perspectives of people have changed throughout different historical eras.
		Virtual Field Trips Rome - The Eternal City

OBJECTIVE / GRADE LEVEL EXPECTATION	6.SP2.2.	Analyze how people's perspective influenced what information is available in the historical sources they created.
		Virtual Field Trips Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Historians and Social Scientist gather, interpret, and use evidence to develop claims and answer historical, economic, geographical, and political questions and communicate their conclusions.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.SP3.1. Define and frame compelling and supporting questions about issues and events in the time-period and region studied.

Virtual Field Trips
Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.C2.1. Analyze the beliefs, experiences, perspectives, and values that underlie points of view regarding civic issues in the time period and regions studied.

Virtual Field Trips
Ancient Greece

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Process, rules, and laws direct how individuals are governed and how society addresses problems.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.C4.2.	Describe and apply civic virtues including deliberative processes that contribute to the common good and democratic principles in school, community, and government.

GRADE LEVEL
EXPECTATION

6.C4.2.1. Key concepts include but are not limited to civility, respect for the rights of others, individual responsibility, respect for law, open mindedness, critical examination of issues, negotiation and compromise, civic mindedness, compassion, patriotism, conciliation, and consensus building.

Virtual Field Trips
Ancient Greece

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.E3.3.	Analyze the influence of specialization and trade within diverse cultures and communities in regions studied. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome Rome - The Eternal City
STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The interconnected global economy impacts all individuals and groups in significant and varied ways.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.E5.1. Describe the factors that influence trade between countries or cultures.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Rome
Rome - The Eternal City

OBJECTIVE /
GRADE LEVEL
EXPECTATION

6.E5.2. Explain the effects of increasing economic interdependence within distinct groups.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Rome
Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools helps individuals understand their world.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.G1.1.	Use and construct maps, graphs, and other representations to explain relationships between locations of places and regions.

GRADE LEVEL
EXPECTATION

6.G1.1.1. Key concepts include major landforms and water bodies, countries, cities, ecosystems, climate, languages, religion, economic systems, governmental systems, population patterns, disease, trade routes, and settlement patterns.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Rome
Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
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CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.G3.1.	Analyze how cultural and environmental characteristics affect the distribution and movement of people, goods, and ideas.

GRADE LEVEL EXPECTATION 6.G3.1.1. Key concepts include but are not limited to language, land and sea transportation and trade routes.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Rome

Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.G3.2.	Analyze the influence of location, use of natural resources, catastrophic environmental events, and technological developments on human settlement and migration.

GRADE LEVEL EXPECTATION 6.G3.2.1. Key concepts include but are not limited to development of early river civilization, pastoral societies, rise of cities, innovations in transportation, and collapse of empires.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Rome

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.G4.1.	Explain why environmental characteristics vary among different world regions.

GRADE LEVEL EXPECTATION	6.G4.1.1.	Key concepts include but are not limited to latitude, elevation, landforms, location, and human factors. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.G4.2.	Describe how natural and human-made catastrophic events and economic activities in one place affect people living in nearby and distant places.

GRADE LEVEL EXPECTATION	6.G4.2.1.	Key concepts include but are not limited to disease, war, items exchanged, ideas spread along trade routes, and natural disasters. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.H1.1.	Compare the development and characteristics of historical cultures and civilizations from different global regions within designated time periods. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Rome - The Eternal City
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STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		HISTORY

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.H1.2.	Explain the causes and effects of interactions between cultures and civilizations.

GRADE LEVEL EXPECTATION	6.H1.2.1.	Key concepts include but are not limited to trade, competition, warfare, slavery, serfdom, innovations, and contributions.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Rome Rome - The Eternal City

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Cycles of conflict and cooperation have shaped relations among people, places, and environments.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.H2.1.	Evaluate the causes and effects of conflict and resolution among different societies and cultures.

GRADE LEVEL EXPECTATION	6.H2.1.1.	Key factors such as control and use of natural resources, political power, religious rivalry, acquisition of wealth, cultural diversity, and economic rivalry
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	6.H3.1.	Analyze the impact of religious, government, and civic groups over time.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Rome Jerusalem - Then and Now (Older Grades)

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
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CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
OBJECTIVE / GRADE LEVEL EXPECTATION	6.H3.2.	Generate questions to examine the similarities and differences between major world religions and the role of religion in the formation of regions and their cultural, political, economic, and social identity.

GRADE LEVEL EXPECTATION 6.H3.2.1. Key world religions such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, Shintoism, Sikhism, and Taoism

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Older Grades)

STRAND		SIXTH GRADE – GLOBAL STUDIES: WORLD REGIONS AND CULTURES OF THE EASTERN HEMISPHERE – early civilizations – Renaissance & Reformation
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION 6.H4.1. Describe how different group identities such as racial, ethnic, class, gender, regional, and immigrant/migration status emerged and contributed to societal and regional development, characteristics, and interactions over time.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Rome

Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 7 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

National Parks - Wyoming, Utah

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND		Seventh Grade: Focus on Patterns; Cause and Effect; Structure and Function
CONCEPT / STANDARD		Earth and Space Sciences: Students develop an understanding of the patterns of energy flowing along with matter cycling within and among the Earth's systems.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	7.E1U1.5.	Construct a model that shows the cycling of matter and flow of energy in the atmosphere, hydrosphere, and geosphere. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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OBJECTIVE / GRADE LEVEL EXPECTATION	7.E1U1.6.	Construct a model to explain how the distribution of fossils and rocks, continental shapes, and seafloor structures provides evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah
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STRAND		Seventh Grade: Focus on Patterns; Cause and Effect; Structure and Function
CONCEPT / STANDARD		Life Sciences: Students develop an understanding of the structure and function of cells.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	7.L1U1.11 .	Explain how organisms maintain internal stability and evaluate the effect of the external factors on organisms' internal stability. Virtual Field Trips Galapagos Islands National Parks - Nevada, California
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STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City

STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Citizens have individual rights, roles, and responsibilities.

OBJECTIVE / GRADE LEVEL EXPECTATION	7.C2.1.	Explain how revolutions and other changes in government impact citizens' rights. Virtual Field Trips Exploring Cuba
STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Individuals and institutions are interdependent within market systems.
OBJECTIVE / GRADE LEVEL EXPECTATION	7.E3.4.	Explain ways in which money facilitates exchange. Virtual Field Trips Barcelona
STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The interconnected global economy impacts all individuals and groups in significant and varied ways.
OBJECTIVE / GRADE LEVEL EXPECTATION	7.E5.1.	Explain the interdependence of trade and how trade barriers influence trade among nations. Virtual Field Trips Exploring Cuba
OBJECTIVE / GRADE LEVEL EXPECTATION	7.E5.3.	Explain the benefits and the costs of trade policies to individuals, businesses, and society. Virtual Field Trips Exploring Cuba
STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.
OBJECTIVE / GRADE LEVEL EXPECTATION	7.G2.1.	Explain how cultural demographic patterns, economic decisions, and human adaptations shape the identity of nearby and distant places. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

OBJECTIVE / GRADE LEVEL EXPECTATION	7.G2.2.	Analyze cultural and environmental characteristics that make places both similar and different. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Global interconnections and spatial patterns are a necessary part of geographic reasoning.

OBJECTIVE / GRADE LEVEL EXPECTATION	7.G4.1.	Analyze cultural and environmental characteristics among various places and regions of the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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OBJECTIVE / GRADE LEVEL EXPECTATION	7.G4.2.	Explain how the relationship between the human and physical characteristics of places and production of goods influences patterns of world trade. Virtual Field Trips Exploring Cuba
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OBJECTIVE / GRADE LEVEL EXPECTATION	7.G4.3.	Analyze how changes in population distribution patterns affect changes in land use in places and regions. Virtual Field Trips Canada: Our Northern Neighbor
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STRAND		SEVENTH GRADE – INTEGRATED GLOBAL STUDIES – Scientific Revolution & Enlightenment-present
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

OBJECTIVE / GRADE LEVEL EXPECTATION	7.H3.1.	Compare the origins and spread of influential ideologies and both religious and non-religious worldviews. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)
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OBJECTIVE / GRADE LEVEL EXPECTATION	7.H3.4.	Explain the influence of individuals, groups, and institutions on people and events in historical and contemporary settings. Virtual Field Trips Washington, DC - Grades 6 - 12
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Main Criteria: Arizona's College and Career Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Arizona's College and Career Ready Standards

Science

Grade: 8 - Adopted: 2018

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Earth and Space Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL E1: The composition of the Earth and its atmosphere and the natural and human processes occurring within them shape the Earth's surface and its climate.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

National Parks - Alaska & Hawaii

National Parks - Washington, Oregon, Idaho, Montana, Colorado

National Parks - Wyoming, Utah

STRAND		Core Ideas for Knowing Science
CONCEPT / STANDARD		Life Science

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L1: Organisms are organized on a cellular basis and have a finite life span.

Virtual Field Trips

Galapagos Islands

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L2: Organisms require a supply of energy and materials for which they often depend on, or compete with, other organisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Nevada, California

PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL L4: The unity and diversity of organisms, living and extinct, is the result of evolution.

Virtual Field Trips

Galapagos Islands

STRAND		Core Ideas for Using Science
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CONCEPT / STANDARD U1: Scientists explain phenomena using evidence obtained from observations and or scientific investigations. Evidence may lead to developing models and or theories to make sense of phenomena. As new evidence is discovered, models and theories can be revised.

Virtual Field Trips

Galapagos Islands

National Parks - Wyoming, Utah

CONCEPT / STANDARD	U2:	The knowledge produced by science is used in engineering and technologies to solve problems and/or create products. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor
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CONCEPT / STANDARD	U3:	Applications of science often have both positive and negative ethical, social, economic, and/or political implications. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND		Eighth Grade: Focus on Cause and Effect; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Earth and Space Sciences: Students explore natural and human-induced cause-and-effect changes in Earth systems over time.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Earth and Space Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	8.E1U3.8.	Construct and support an argument about how human consumption of limited resources impacts the biosphere. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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STRAND		Eighth Grade: Focus on Cause and Effect; Energy and Matter; Stability and Change
CONCEPT / STANDARD		Life Sciences: Students develop an understanding of the structure and function of cells.
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Life Science Standards

OBJECTIVE / GRADE LEVEL EXPECTATION	8.L4U1.1 1.	Develop and use a model to explain how natural selection may lead to increases and decreases of specific traits in populations over time. Virtual Field Trips Galapagos Islands
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.L4U1.1 2.	Gather and communicate evidence on how the process of natural selection provides an explanation of how new species can evolve. Virtual Field Trips Galapagos Islands
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Arizona's College and Career Ready Standards
Social Studies
Grade: 8 - Adopted: 2018

STRAND		Inquiry Arc
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CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 1: Developing Compelling Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

STRAND		Inquiry Arc
CONCEPT / STANDARD		The Six Elements of the Inquiry Arc
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Inquiry Element 2: Constructing Supporting Questions

OBJECTIVE /
GRADE LEVEL
EXPECTATION

Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to identify, compare, and evaluate multiple perspectives about a given event to draw conclusions about that event since there are multiple points of view about events and issues.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.SP2.1. Analyze multiple factors that influence the perspectives of people during different historical eras.

Virtual Field Trips

Canada: Our Northern Neighbor

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.SP2.2. Explain how and why perspectives of people have changed over time.

Virtual Field Trips

Canada: Our Northern Neighbor

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SP2.3.	Analyze how people's perspectives influenced what information is available in the historical sources they created. Virtual Field Trips Canada: Our Northern Neighbor
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STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		DISCIPLINARY SKILLS AND PROCESSES
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Thinking within the discipline involves the ability to analyze relationships among causes and effects and to create and support arguments using relevant evidence.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.SP4.1.	Explain the multiple causes and effects of events and developments in the past. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SP4.2.	Evaluate the influence of various causes of events and developments in the past. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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OBJECTIVE / GRADE LEVEL EXPECTATION	8.SP4.3.	Organize applicable evidence into a coherent argument about the multiple causes and effects of events and issues. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
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STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Civic virtues and democratic principles are key components of the American political system.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.C1.1.	Analyze ideas and principles contained in the founding documents of the United States, including the Declaration of Independence and Constitution, and explain how they influence society and political systems.
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GRADE LEVEL EXPECTATION	8.C1.1.1.	Ideas and principles contained in founding documents include but are not limited to popular sovereignty, consent of the governed, the social contract, limited government, rule of law, separation of powers, checks and balances, federalism, and individual rights.
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Virtual Field Trips

Washington, DC - Grades 6 - 12

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		CIVICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government is essential to effective citizenship.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.C3.3.	Compare the structures, powers, and limits of government at distinct levels in the United States.
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Virtual Field Trips

Washington, DC - Grades 6 - 12

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		ECONOMICS
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The interconnected global economy impacts all individuals and groups in significant and varied ways.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.E5.1.	Explain the interdependence of trade and how trade barriers influence trade among nations.
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Virtual Field Trips

Exploring Cuba

OBJECTIVE / GRADE LEVEL EXPECTATION	8.E5.3.	Explain the benefits and the costs of trade policies to individuals, businesses, and society.
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Virtual Field Trips

Exploring Cuba

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		The use of geographic representations and tools helps individuals understand their world.

OBJECTIVE / GRADE LEVEL EXPECTATION	8.G1.1.	Use geographic tools and representations to analyze historical and modern political and economic issues and events.
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GRADE LEVEL EXPECTATION	8.G1.1.1.	Key tools and representations such as maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology
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Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		GEOGRAPHY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Human-environment interactions are essential aspects of human life in all societies.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.G2.2.

Evaluate how political, social, and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

STRAND		EIGHTH GRADE – CITIZENSHIP AND CIVIC ENGAGEMENT IN TODAY'S SOCIETY
CONCEPT / STANDARD		HISTORY
PERFORMANCE OBJECTIVE / PROFICIENCY LEVEL		Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.

OBJECTIVE /
GRADE LEVEL
EXPECTATION

8.H3.4.

Investigate a significant historical topic from United States History that has significance to an issue or topic today.

Virtual Field Trips

Washington, DC - Grades 6 - 12