

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subject: Science, Social Studies **Grade:** K
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: K - Adopted: 2016

STRAND / TOPIC	AR.SC.2.	Weather and Climate
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time.

[Virtual Field Trips](#)
[Grade 1 - The Earth Around Us](#)

STRAND / TOPIC	AR.SC.3.	Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

[Virtual Field Trips](#)
[Grade 1 - Life Long Ago](#)
[Grade 1 - The Earth Around Us](#)

PERFORMANCE EXPECTATION K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

[Virtual Field Trips](#)
[Grade 1 - The Earth Around Us](#)

Arkansas Standards
Social Studies
Grade: K - Adopted: 2022

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY C.1.K.2. Identify the characteristics and responsibilities of a leader.

[Virtual Field Trips](#)
[Grade 1 - Let's Learn About the Government](#)

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
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CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.K.3.	Recognize state and national symbols and patriotic songs:

DESCRIPTOR C.1.K.3.a. American flag

Virtual Field Trips

Grade 1 - Let's Learn About the Government

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation

BENCHMARK / PROFICIENCY C.1.K.5. Follow agreed-upon rules for listening and having a discussion in the classroom.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Jerusalem - Then and Now (Younger Grades)

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws
BENCHMARK / PROFICIENCY	C.1.K.7.	Discuss ways people improve communities which may include:

DESCRIPTOR C.1.K.7.a. being a good neighbor

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

DESCRIPTOR C.1.K.7.b. volunteering/helping

Virtual Field Trips

Grade 1 - All About Work

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
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CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.K.1. Discuss needs and wants and how they are restricted by limited resources.

Virtual Field Trips
Grade 1 - All About Work

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.K.3. Identify ways people create goods and services.

Virtual Field Trips
Grade 1 - All About Work

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY E.1.K.6. Recognize that consumers use money as a medium of exchange to satisfy economic wants and needs.

Virtual Field Trips
Grade 1 - All About Work

BENCHMARK / PROFICIENCY E.1.K.7. Identify the reasons for and places where people save money (e.g., piggy banks, wallets, banks).

Virtual Field Trips
Grade 1 - All About Work

BENCHMARK / PROFICIENCY E.1.K.8. Discuss examples of goods and services.

Virtual Field Trips
Grade 1 - All About Work

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY	G.1.K.2.	Identify and describe the physical characteristics of a place such as rivers, mountains, and forests using maps, globes, and photographs. Virtual Field Trips Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction
BENCHMARK / PROFICIENCY	G.1.K.5.	Discuss cultural characteristics among families and in the community such as art, celebrations, food, language, music, and traditions. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
BENCHMARK / PROFICIENCY	G.1.K.6.	Identify the influence of weather and climate on people's daily lives. Virtual Field Trips Grade 1 - The Earth Around Us
STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement
BENCHMARK / PROFICIENCY	G.1.K.7.	Identify natural resources that meet the needs of a community such as timber, minerals, oil, coal, and natural gas. Virtual Field Trips Grade 1 - The Earth Around Us
STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Global Interconnections
BENCHMARK / PROFICIENCY	G.1.K.9.	Discuss products and traditions that connect people around the world (e.g., where products are made, celebrations, dance, art, food, toys). Virtual Field Trips Grade 1 - Families and Neighbors

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization

BENCHMARK / PROFICIENCY H.1.K.3. Compare the life of a student today (present) to the life of a student in the past using visual representations (e.g., growing food, rules and laws, making clothing, transportation, communication).

Virtual Field Trips
Grade 1 - Life Long Ago

BENCHMARK / PROFICIENCY H.1.K.4. Recognize historic figures and other people who have made an impact on history.

Virtual Field Trips
Washington, DC - Grades K - 5

STRAND / TOPIC		Kindergarten - Living & Working Together: Making Choices and Improving Our Communities
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.K.5.	Identify the purpose of national holidays and describe the people or events celebrated.

DESCRIPTOR H.1.K.5.a. Independence Day

Virtual Field Trips
Grade 1 - Let's Learn About the Government

DESCRIPTOR H.1.K.5.b. Thanksgiving

Virtual Field Trips
Grade 1 - Life Long Ago

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 1
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 1 - Adopted: 2016

STRAND / TOPIC	AR.SC.2.	Structure, Function, and Information Processing
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 1-LS1-1. Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

Virtual Field Trips
Grade 2 - Land and Water Around Us

STRAND / TOPIC	AR.SC.3.	Space Systems: Patterns and Cycles
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 1-ESS1-2. Make observations at different times of year to relate the amount of daylight to the time of year.

Virtual Field Trips
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us

Arkansas Standards
Social Studies
Grade: 1 - Adopted: 2022

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.1.2.	Describe the roles of people who hold positions of authority which may include:

DESCRIPTOR C.1.1.2.c. Police officers protect and serve their communities

Virtual Field Trips
Grade 2 - Work and Money

DESCRIPTOR C.1.1.2.d. Fire/rescue workers help people in need

Virtual Field Trips
Grade 2 - Work and Money

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
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CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY C.1.1.3. Discuss the purpose of government.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.1.4.	Describe state and national symbols and patriotic songs:

DESCRIPTOR C.1.1.4.a. American flag

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

DESCRIPTOR C.1.1.4.b. Flag etiquette

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation

BENCHMARK / PROFICIENCY C.1.1.5. Identify personal responsibilities of being a good citizen in the community.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 2 - Work and Money

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

PERFORMANCE EXPECTATION		Process, Rules, and Laws
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BENCHMARK / PROFICIENCY C.1.1.7. Explain the purpose of rules and laws.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws

BENCHMARK / PROFICIENCY C.1.1.9. Describe ways schools and communities work to establish responsibilities, fulfill roles of authority, and accomplish common tasks.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.1.1. Identify examples of scarcity and opportunity cost.

Virtual Field Trips

Grade 2 - Work and Money

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.1.4. Compare ways human, natural, and capital resources are used in the production of goods and services now and long ago.

Virtual Field Trips

Grade 2 - Work and Money

BENCHMARK / PROFICIENCY	E.1.1.5.	Recognize that markets exist when buyers and sellers exchange goods and services. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY	E.1.1.6.	Classify exchanges consumers make as monetary or bartering. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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BENCHMARK / PROFICIENCY	E.1.1.7.	Discuss the reasons why and the tools and techniques people use to save money. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability
BENCHMARK / PROFICIENCY	E.1.1.8.	Identify examples of public goods and services that governments provide

DESCRIPTOR	E.1.1.8.a.	police officers <u>Virtual Field Trips</u> Grade 2 - Work and Money
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DESCRIPTOR	E.1.1.8.e.	clean air/water <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Global Economy

BENCHMARK / PROFICIENCY	E.1.1.9.	Identify reasons why people trade goods and services between countries. <u>Virtual Field Trips</u> Grade 2 - Work and Money
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BENCHMARK / PROFICIENCY	E.1.1.10.	Identify goods that are imported to and exported from Arkansas and the United States. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY	G.1.1.2.	Describe the physical and human characteristics of a place including roads, buildings, and borders using maps, globes, and photographs. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction

BENCHMARK / PROFICIENCY	G.1.1.4.	Interpret effects of human impact on the environment. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
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BENCHMARK / PROFICIENCY	G.1.1.5.	Discuss how cultural characteristics contribute to diversity in a community, place, or region. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Jerusalem - Then and Now (Younger Grades)
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BENCHMARK / PROFICIENCY	G.1.1.6.	Describe the influence of weather, climate, and physical characteristics on people's daily lives. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
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CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY G.1.1.7. Explain ways people utilize natural resources such as timber, minerals, oil, coal, and natural gas in their community.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Global Interconnections

BENCHMARK / PROFICIENCY G.1.1.9. Discuss how the products that are consumed connect the local community to other parts of the country and rest of the world such as clothes, toys, and food.

Virtual Field Trips

Grade 2 - Work and Money

BENCHMARK / PROFICIENCY G.1.1.10. Identify ways to help people who are going through natural and human-made disasters.

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND / TOPIC		Grade 1 - Leaders and Builders: People Leaving an Impact Now and Long Ago
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization

BENCHMARK / PROFICIENCY H.1.1.1. Explain similarities and differences of everyday life in different times using chronological terms.

Virtual Field Trips

Grade 1 - Life Long Ago

BENCHMARK / PROFICIENCY H.1.1.3. Compare present day families, objects, and events with those in the past using visual representations, news stories, and artifacts (e.g., daily life tasks, food, clothing, transportation, communication, recreation).

Virtual Field Trips

Grade 1 - Life Long Ago

BENCHMARK / PROFICIENCY	H.1.1.4.	Retell stories of historical events, American legends, and people who played a role in history Virtual Field Trips Grade 2 - Early Americans Washington, DC - Grades K - 5
BENCHMARK / PROFICIENCY	H.1.1.5.	Explain the significance of national holidays and the achievement of people associated with them. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 2
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 2 - Adopted: 2016

STRAND / TOPIC	AR.SC.2.	Interdependent Relationships in Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 2-LS2-1. Plan and conduct an investigation to determine if plants need sunlight and water to grow.

Virtual Field Trips
Grade 2 - Land and Water Around Us

PERFORMANCE EXPECTATION 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 3 - Geography of Our Communities
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

STRAND / TOPIC	AR.SC.3.	Earth's Systems: Processes that Shape the Earth
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 2-ESS1-1. Use information from several sources to provide evidence that Earth events can occur quickly or slowly.

Virtual Field Trips
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

PERFORMANCE EXPECTATION 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Virtual Field Trips
Grade 3 - Geography of Our Communities

PERFORMANCE EXPECTATION 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

PERFORMANCE EXPECTATION	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid.
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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

Arkansas Standards
 Social Studies
 Grade: 2 - Adopted: 2022

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.2.1.	Identify founding documents of the United States:

DESCRIPTOR	C.1.2.1.a.	Declaration of Independence
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Virtual Field Trips
 Grade 1 - Let's Learn About the Government
 Grade 2 - Early Americans
 Grade 3 - The First Americans

DESCRIPTOR	C.1.2.1.b.	U.S. Constitution
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Virtual Field Trips
 Grade 1 - Let's Learn About the Government
 Grade 2 - Our Government At Work
 Grade 3 - How Government Helps Our Communities
 Grade 3 - The First Americans

DESCRIPTOR	C.1.2.1.c.	Bill of Rights
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Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.2.2.	Describe and classify roles and responsibilities of people in authority in communities which may include:

DESCRIPTOR	C.1.2.2.b.	City: mayor and city council
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Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.2.c.	State: governor and General Assembly
		Virtual Field Trips Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.2.d.	Nation: President and Congress
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY	C.1.2.3.	Explain the functions of government using local examples such as infrastructure, safety, and rules/laws.
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation

BENCHMARK / PROFICIENCY	C.1.2.4.	Explain the significance of state and national symbols, patriotic songs, and mottos:
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DESCRIPTOR	C.1.2.4.a.	American flag
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.4.b.	Flag etiquette
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.4.c.	Star Spangled Banner
		Virtual Field Trips Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.4.d.	Recitation of Pledge of Allegiance
		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities

DESCRIPTOR	C.1.2.4.e.	National Motto: In God we Trust
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation

BENCHMARK / PROFICIENCY	C.1.2.5.	Describe roles and responsibilities of individuals in a democracy.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities

BENCHMARK / PROFICIENCY	C.1.2.6.	Discuss ways to build a consensus with a group when making a decision that can bring about change.
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws

BENCHMARK / PROFICIENCY	C.1.2.8.	Compare successful and unsuccessful attempts to improve communities.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

BENCHMARK / PROFICIENCY	C.1.2.9.	Identify ways people benefit from and are challenged by working together in response to problems.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.2.1. Explain examples of scarcity and opportunity cost.

Virtual Field Trips
 Grade 2 - Work and Money
 Grade 3 - Businesses At Work
 Grade 3 - I Am a Consumer

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.2.3. Discuss knowledge, skills, education, and experience (i.e., human capital) that workers need for jobs.

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money
 Grade 3 - I Am a Consumer

BENCHMARK / PROFICIENCY E.1.2.4. Identify ways human, natural, and capital resources come together to produce goods and services.

Virtual Field Trips
 Grade 2 - Work and Money
 Grade 3 - Businesses At Work
 Grade 3 - I Am a Consumer

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY E.1.2.6. Explain the role of money in making exchange easier.

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.

PERFORMANCE EXPECTATION		Global Economy
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BENCHMARK / PROFICIENCY E.1.2.9. Explain challenges that cause people in one country to trade goods and services with people in other countries.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY G.1.2.2. Describe the physical and human characteristics of a place using geographic tools such as maps, globes, and charts.

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

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction

BENCHMARK / PROFICIENCY G.1.2.4. Discuss the impact human choices have on the environment.

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

BENCHMARK / PROFICIENCY G.1.2.5. Describe ways people of different cultures shape and change the dynamics of a place or region.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 3 - A Country of Cultures

Jerusalem - Then and Now (Younger Grades)

BENCHMARK / PROFICIENCY	G.1.2.6.	Explain the influence of weather, climate, and physical characteristics on people's daily lives in a place or region.
		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

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY	G.1.2.7.	Examine how natural resources such as timber, minerals, oil, coal, and natural gas influence human settlement.
		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 / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Global Interconnections

BENCHMARK / PROFICIENCY	G.1.2.10.	Examine how the products that are consumed and the traditions that are celebrated connect people to different parts of the world (e.g., raw materials, art, food, culture).
		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

BENCHMARK / PROFICIENCY	G.1.2.11.	Investigate ways natural and human-made disasters affect people locally, nationally, and globally.
		Virtual Field Trips Grade 2 - Land and Water Around Us

STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.

PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.2.1.	Create historical narratives about a sequence of changes in a community or region over time using primary-source documents such as letters, stories, interviews with elders, photographs, maps, and artifacts. Virtual Field Trips Grade 1 - The Earth Around Us
BENCHMARK / PROFICIENCY	H.1.2.2.	Create timelines to understand the development of a community or region including its founding and growth. Virtual Field Trips Grade 1 - The Earth Around Us
BENCHMARK / PROFICIENCY	H.1.2.3.	Compare life in a community past and present using maps, photographs, news stories, artifacts, or interviews (e.g., transportation, communication, recreation, jobs, housing). Virtual Field Trips Grade 1 - The Earth Around Us Grade 3 - The First Americans
BENCHMARK / PROFICIENCY	H.1.2.4.	Investigate ways individuals, groups, and events have shaped a community. Virtual Field Trips Grade 1 - The Earth Around Us
BENCHMARK / PROFICIENCY	H.1.2.5.	Explain state and national historical symbols and landmarks and the people and events associated with them. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / TOPIC		Grade 2 - Overcoming Obstacles: Responding to the Challenges We Face
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Perspective, Evidence, Causation

BENCHMARK / PROFICIENCY H.1.2.6. Compare and contrast different accounts of the same historical event.

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

BENCHMARK / PROFICIENCY H.1.2.7. Sort or categorize information from different sources to answer a compelling question about a significant historical event or person from Arkansas or the United States.

Virtual Field Trips
Grade 2 - Early Americans
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Washington, DC - Grades K - 5

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 3
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 3 - Adopted: 2016

STRAND / TOPIC	AR.SC.2.	Interdependent Relationships in Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 3-LS2-1. Construct an argument that some animals form groups that help members survive.

Virtual Field Trips

African Safari
Amazon Rainforest - Grades 2-5
How Coral Reefs Are Formed
The Sahara Desert
Who Lives On a Coral Reef?

PERFORMANCE EXPECTATION 3-LS4-3. Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.

Virtual Field Trips

African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Galapagos Islands
Grade 2 - Land and Water Around Us
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?

PERFORMANCE EXPECTATION 3-LS4-4. Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.

Virtual Field Trips

African Safari
Amazon Rainforest - People and Threats - Grades 2-5
Galapagos Islands
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - West Region Today
Who Lives On a Coral Reef?

STRAND / TOPIC	AR.SC.3.	Inheritance and Variation of Traits: Life Cycles and Traits
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-LS1-1.	Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
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PERFORMANCE EXPECTATION	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us 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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STRAND / TOPIC	AR.SC.4.	Weather and Climate
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
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PERFORMANCE EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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PERFORMANCE EXPECTATION	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Virtual Field Trips Grade 3 - Geography of Our Communities
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Arkansas Standards
Social Studies
Grade: 3 - Adopted: 2022

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
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CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.3.1.	Discuss the origins of the United States' founding documents:
DESCRIPTOR	C.1.3.1.a.	Declaration of Independence <u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
DESCRIPTOR	C.1.3.1.b.	U.S. Constitution <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
DESCRIPTOR	C.1.3.1.d.	Bill of Rights <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.3.2.	Identify powers of government officials in the three branches of government
DESCRIPTOR	C.1.3.2.a.	Legislative branch makes laws <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.3.2.b.	Executive branch enforces laws <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.3.2.c.	Judicial branch interprets laws <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas

CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY C.1.3.3. Explain the functions and structure of state government.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.3.4.	Investigate origins of state and national symbols, patriotic songs, and mottos:

DESCRIPTOR C.1.3.4.a. American flag

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

DESCRIPTOR C.1.3.4.b. Flag etiquette

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

DESCRIPTOR C.1.3.4.c. Star Spangled Banner

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

DESCRIPTOR C.1.3.4.d. Recitation of Pledge of Allegiance

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation

BENCHMARK / PROFICIENCY C.1.3.5. Compare rights and responsibilities of citizens in different places.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

BENCHMARK / PROFICIENCY C.1.3.6. Use deliberative processes, including listening, discussing, consensus building, and voting, when making decisions and acting upon civic problems.

Virtual Field Trips

Grade 2 - Our Government At Work

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws

BENCHMARK / PROFICIENCY C.1.3.8. Identify ways people influence rules and laws to improve communities.

Virtual Field Trips

Grade 2 - Living Together

Grade 2 - Our Government At Work

BENCHMARK / PROFICIENCY C.1.3.9. Identify ways local and state communities work together in response to problems.

Virtual Field Trips

Grade 2 - Work and Money

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.3.1. Discuss how scarcity and opportunity cost influence decision-making.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.3.3. Explain the relationship between knowledge, skills, education, and experience (i.e., human capital) to productivity.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

BENCHMARK / PROFICIENCY	E.1.3.4.	Identify ways entrepreneurs and businesses organize human, natural, and capital resources to produce goods and services. <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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BENCHMARK / PROFICIENCY	E.1.3.5.	Analyze economic factors in a market including supply, demand, competition, and incentives. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
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STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY	E.1.3.6.	Explain purpose and functions of money in the United States. <u>Virtual Field Trips</u> Grade 2 - Work and Money
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BENCHMARK / PROFICIENCY	E.1.3.8.	Explain the difference between public and private goods and services (e.g., food, clothing, cars). <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
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STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Global Economy

BENCHMARK / PROFICIENCY	E.1.3.10.	Construct explanations that demonstrate the relationships among imports, exports, and global interdependence (e.g., oil, energy, lumber, crops, technology). <u>Virtual Field Trips</u> Exploring Cuba Grade 2 - Work and Money Grade 3 - Businesses At Work
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STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Global Economy

BENCHMARK / PROFICIENCY	E.1.3.11.	Describe the effects of trade on people in various places such as:
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DESCRIPTOR E.1.3.11.a increases in economic growth

Virtual Field Trips Grade
2 - Work and Money

DESCRIPTOR E.1.3.11.e depletion of natural resources

Virtual Field Trips
Grade 2 - Land and Water Around Us

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY G.1.3.1. Describe the spatial organization of local and global places based upon the relative location, distance, direction, legend, compass rose, and scale on a map.

Virtual Field Trips
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Landforms
Grade 4 - West Region Today
The Sahara Desert
Washington, DC - Grades K - 5

BENCHMARK / PROFICIENCY G.1.3.3. Create maps to illustrate the physical and human characteristics of a place or region, including titles, symbols, legends, a compass rose, and scale.

Virtual Field Trips
Grade 3 - Geography of Our Communities

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction

BENCHMARK / PROFICIENCY	G.1.3.4.	Examine environmental problems and ways in which humans address them. 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
BENCHMARK / PROFICIENCY	G.1.3.5.	Investigate the cultural characteristics of various places and regions from around the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - Northeast Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
BENCHMARK / PROFICIENCY	G.1.3.6.	Investigate the influence of physical characteristics upon people's choices in Arkansas and the United States (i.e., where people live and work). Virtual Field Trips Grade 4 - Northeast

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY	G.1.3.7.	Analyze how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	G.1.3.9.	Describe various cultural groups and reasons why they settled in Arkansas or the United States (i.e., push-pull factors). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
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STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Global Interconnections

BENCHMARK / PROFICIENCY	G.1.3.11.	Describe ways natural and human-made disasters in one place affect people living in other places (e.g., war and natural disasters affecting food supply).
		Virtual Field Trips Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.3.3.	Compare life from a specific historical time period to life today noting changes over time (e.g., transportation, jobs, urban growth, population density, natural resources, communication).
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.3.4.	Analyze individuals, groups, and events to understand why their contributions are important to the heritage of the United States and Arkansas
DESCRIPTOR	H.1.3.4.a.	Indigenous peoples such as the Caddo, Quapaw, Osage, and Cherokee
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
DESCRIPTOR	H.1.3.4.d.	Rosa Parks
		Virtual Field Trips Grade 2 - Our Government At Work
DESCRIPTOR	H.1.3.4.f.	Dr. Martin Luther King, Jr.
		Virtual Field Trips Grade 2 - Our Government At Work
STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas

CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.3.5.	Investigate relationships of state and national symbols, holidays, and historic places to historical events.

DESCRIPTOR H.1.3.5.a. Liberty Bell

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

STRAND / TOPIC		Grade 3 - Exploring Our World: Learning from New Places and Ideas
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Perspective, Evidence, Causation

BENCHMARK / PROFICIENCY H.1.3.6. Identify and explain multiple perspectives in historical narratives.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

BENCHMARK / PROFICIENCY H.1.3.7. Justify answers to compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.

Virtual Field Trips

Grade 2 - Early Americans

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 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 4
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 4 - Adopted: 2016

STRAND / TOPIC	AR.SC.1.	Structure, Function, and Information Processing
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

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?

PERFORMANCE EXPECTATION 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STRAND / TOPIC	AR.SC.2.	Waves: Waves and Information
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Virtual Field Trips

Grade 3 - Geography of Our Communities

STRAND / TOPIC	AR.SC.3.	Energy
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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STRAND / TOPIC	AR.SC.4.	Earth's Systems: Processes that Shape the Earth
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Virtual Field Trips Grade 3 - Geography of Our Communities
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Arkansas Standards
Social Studies
Grade: 4 - Adopted: 2022

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY	C.1.4.3.	Compare state and federal governments' origins, functions, and structures. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.

PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.4.4.	Analyze the role state and national symbols, patriotic songs, and mottos play in fostering citizenship:
DESCRIPTOR	C.1.4.4.a.	American and Arkansas flags <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.b.	Flag etiquette <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.c.	Star Spangled Banner <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
DESCRIPTOR	C.1.4.4.d.	Recitation of Pledge of Allegiance <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.4.5.	Evaluate changes in citizens' rights and responsibilities over time. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws
BENCHMARK / PROFICIENCY	C.1.4.7.	Compare the processes for creating rules and laws at the local and state levels:
DESCRIPTOR	C.1.4.7.b.	city council v. state legislators <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World

CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.4.1. Analyze the effects of scarcity and opportunity cost during the decision-making process.

Virtual Field Trips
Grade 3 - Businesses At Work
Grade 3 - I Am a Consumer

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY E.1.4.3. Analyze how knowledge, skills, education, and experience (i.e., human capital) can impact productivity, career advancement, and potential income.

Virtual Field Trips
Grade 3 - I Am a Consumer

BENCHMARK / PROFICIENCY E.1.4.5. Explain effects of supply and demand on prices.

Virtual Field Trips
Grade 3 - Businesses At Work

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability

BENCHMARK / PROFICIENCY E.1.4.6. Compare methods of exchange in the United States and around the world (e.g., money, currency, bartering, metals, markets).

Virtual Field Trips
Barcelona

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations

BENCHMARK / PROFICIENCY	G.1.4.1.	Compare relative and absolute location (e.g., latitude and longitude) of local and global places on a map. Virtual Field Trips Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	G.1.4.3.	Create maps to compare the physical and human characteristics of different places or regions, including titles, symbols, legends, a compass rose, and scale. Virtual Field Trips Grade 3 - Geography of Our Communities
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction

BENCHMARK / PROFICIENCY	G.1.4.4.	Analyze effects of human impact on the environment over time including deforestation/reforestation, flood control, pollution, and urbanization. Virtual Field Trips Amazon Rainforest - Grades 2-5
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BENCHMARK / PROFICIENCY	G.1.4.5.	Compare the cultural characteristics of various places and region from around the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - Northeast Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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BENCHMARK / PROFICIENCY	G.1.4.6.	Analyze ways physical characteristics affect population distribution in Arkansas, the United States, and the world. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY	G.1.4.7.	Compare how natural resources such as metals, sand, stone, soil, freshwater, and wildlife influence human settlement patterns in various geographic regions (e.g., Rocky Mountains, Coastal Plains, Southwest).
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement
BENCHMARK / PROFICIENCY	G.1.4.9.	Compare push-pull factors that influenced immigration to and migration within the United States, which may include:
DESCRIPTOR	G.1.4.9.a.	natural resources Virtual Field Trips Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
DESCRIPTOR	G.1.4.9.b.	employment opportunities Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
DESCRIPTOR	G.1.4.9.c.	political freedom Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
DESCRIPTOR	G.1.4.9.d.	economic freedom Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
DESCRIPTOR	G.1.4.9.e.	religious freedom Virtual Field Trips Grade 3 - The First Americans
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.

PERFORMANCE EXPECTATION		Global Interconnections
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BENCHMARK / PROFICIENCY G.1.4.10. Describe global connections created through increased trade, transportation, communication, and technology (e.g., tourism; social media; cities and hubs that are central to social, economic, and political decisions; introduction of plant and insect species).

Virtual Field Trips

Exploring Cuba

Grade 3 - Businesses At Work

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.1.	Create historical narratives using chronological sequences of related events in Arkansas and/or the world.

DESCRIPTOR H.1.4.1.a. Trail of Tears and the Indian Removal Act

Virtual Field Trips

Grade 4 - Southwest Region Early Beginnings

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.2.	Interpret timelines to show relationships among people, events, and movements in Arkansas and/or the world between 1850-1880:

DESCRIPTOR H.1.4.2.a. In U.S. history, national expansion and reform, pioneer life, slavery

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization

BENCHMARK / PROFICIENCY	H.1.4.3.	Compare life from a specific historical time period to life today to explain changes over time (e.g., economic growth, urbanization, resources, population density, environmental issues). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Chronology, Change over time, Contextualization
BENCHMARK / PROFICIENCY	H.1.4.4.	Analyze the impact of individuals and events on the past, present, and future

DESCRIPTOR	H.1.4.4.a.	Thomas Jefferson Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings
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STRAND / TOPIC		Grade 4 - Making a Difference: Finding Solutions that Improve Our World
CONTENT STANDARD	H.1.	History -- Students will understand chronology, patterns of continuity, and change over time. This includes the contextualization of historical events and ways people gather, view, construct, and interpret historical evidence.
PERFORMANCE EXPECTATION		Perspective, Evidence, Causation

BENCHMARK / PROFICIENCY	H.1.4.6.	Describe how perspectives of different individuals and groups shaped the historical sources they created. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	H.1.4.7.	Identify reasons that individuals and groups developed differing perspectives during the same historical period. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	H.1.4.8.	Develop original claims to answer compelling questions about a significant historical event or person from Arkansas or the United States using evidence from both primary and secondary sources.
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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 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 5
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 5 - Adopted: 2017

STRAND / TOPIC	AR.SC.1.	Earth's Systems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 1. 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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 Geography
Grade 4 - West Region Landforms
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah

PERFORMANCE EXPECTATION 2. 5-ESS2-2. Describe and graph the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.

Virtual Field Trips

National Parks - Nevada, California

PERFORMANCE EXPECTATION 1. 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

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
Grade 4 - West Region Today
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?

STRAND / TOPIC	AR.SC.4.	Matter and Energy in Organisms and Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	5-PS3-1.	Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun. <u>Virtual Field Trips</u> Galapagos Islands Who Lives On a Coral Reef?
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PERFORMANCE EXPECTATION	5-LS2-1.	Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment. <u>Virtual Field Trips</u> 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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Arkansas Standards
Social Studies
Grade: 5 - Adopted: 2022

STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.2.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future.
PERFORMANCE EXPECTATION		World in Spatial Terms - Geographic Representations

BENCHMARK / PROFICIENCY	G.2.5.2.	Critique the characteristics and functions of various maps, graphs, and other geographic tools to understand spatial information about different states, places, and regions (e.g., traditional maps, diagrams, aerial photographs, remotely sensed images, geographic visualization, global positioning systems, geographic information systems). <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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BENCHMARK / PROFICIENCY	G.2.5.4.	Research how environmental characteristics have impacted the culture of states, places, and regions over time. This may include seafaring/trading in coastal communities, farming cultures in river valleys, and nomadic cultures in arid climates. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.2.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future.

PERFORMANCE EXPECTATION		World in Spatial Terms - Spatial Patterns and Movement
BENCHMARK / PROFICIENCY	G.2.5.6.	Compare and contrast the combinations of physical and human characteristics that make places and regions similar and different. This may include water systems, topography, natural resources, culture, language, religious beliefs, and population density. 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
BENCHMARK / PROFICIENCY	G.2.5.7.	Analyze perceptions people have of places and regions around the world, including Arkansas, based on direct experiences (e.g., place of residence, travel) and indirect experiences (e.g., media, books, family, friends) and support or challenge those perceptions using evidence. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.2.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to interpret spatial information. This includes the spatial organization of people, cultures, places, and environments within various regions, and geographic skills to interpret the past, the present, and plan for the future.
PERFORMANCE EXPECTATION		World in Spatial Terms - Geographic Skills

BENCHMARK / PROFICIENCY	G.2.5.8.	Examine physical and cultural changes regionally over time using primary and secondary sources (e.g., maps, charts, satellite imagery, GIS technologies, beliefs, legends, journals). <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.3.	Geography -- Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.
PERFORMANCE EXPECTATION		Human Systems - Change Over Time
BENCHMARK / PROFICIENCY	G.3.5.1.	Interpret demographic data (e.g., population pyramids) to explain variations of populations in different states, places, and regions. <u>Virtual Field Trips</u> Canada: Our Northern Neighbor Grade 4 - Northeast
BENCHMARK / PROFICIENCY	G.3.5.2.	Investigate and draw conclusions about the causes for migration in and out of a region (i.e., push-pull factors) and the impact that migration has on a region. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast
BENCHMARK / PROFICIENCY	G.3.5.3.	Identify how natural disasters and other environmental changes have influenced the responses, laws, and/or decisions of political leaders in a region. <u>Virtual Field Trips</u> Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.3.	Geography -- Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.
PERFORMANCE EXPECTATION		Human Systems - Change Over Time
BENCHMARK / PROFICIENCY	G.3.5.4.	Research the characteristics of various world regions and cultures:

DESCRIPTOR	G.3.5.4.a.	Cultural characteristics (e.g., religious beliefs, celebrations, traditions, language, child-rearing, clothing, food, beliefs, behaviors) 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades) Rome - The Eternal City
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DESCRIPTOR	G.3.5.4.b.	Physical characteristics (e.g., mountains, rivers, deserts, plains, bodies of water) 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
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STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.3.	Geography -- Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.
PERFORMANCE EXPECTATION		Human Systems - Geographic Impact

BENCHMARK / PROFICIENCY	G.3.5.5.	Describe the different types of economic activities supported by natural resources within a region. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor 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 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
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BENCHMARK / PROFICIENCY	G.3.5.6.	Compare advantages and disadvantages of one location over another for access to factors of production (e.g., human resources, natural resources, capital resources, entrepreneurship). Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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BENCHMARK / PROFICIENCY	G.3.5.7.	Analyze the social and economic impacts of transportation and communication networks in various regions, including state, regional, and global. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.3.	Geography -- Students will understand the characteristics of different physical and cultural regions and how they change over time (through demographic changes, migration, settlement, and conflict). This includes the impact physical geography has on human systems, including politics, culture, economics, and use of resources and how a region or culture interacts with itself, the environment, and other regions and cultures.
PERFORMANCE EXPECTATION		Human Systems - Cultural Interconnectedness
BENCHMARK / PROFICIENCY	G.3.5.8.	Examine physical and human characteristics that influence the division and control of the Earth's surface:

DESCRIPTOR	G.3.5.8.a.	Resources Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor 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 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
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DESCRIPTOR	G.3.5.8.b. Land use
	Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

DESCRIPTOR	G.3.5.8.g. Politics
	Virtual Field Trips Canada: Our Northern Neighbor

STRAND / TOPIC		Grade 5 - World Geography
CONTENT STANDARD	G.4.	Geography -- Students will understand the impact humans have on the environment. This includes the distribution, management, and consumption of resources.
PERFORMANCE EXPECTATION		Environment and Society - Human Impact on the Environment

BENCHMARK / PROFICIENCY	G.4.5.1.	Examine ways people and cultures depend on, adapt to, and interact with the physical environment over time (e.g., technology, habitation, transportation, agriculture, communication).
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

BENCHMARK / PROFICIENCY	G.4.5.2.	Analyze positive and negative consequences of human changes on the physical environment and its effects on other places or regions. This may include forest and land management, mining, flood control, and agriculture.
		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

BENCHMARK / PROFICIENCY	G.4.5.5.	Critique various sustainability practices humans use to preserve resources and minimize environmental impact. This may include forest management (e.g., controlled burns), flood control (e.g., river levees, artificial lakes), use of alternative forms of energy (e.g., wind, solar, nuclear), modern agricultural techniques (e.g., organic farming, hydroponics, no-till farming).
		Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 6
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 6 - Adopted: 2017

STRAND / TOPIC	AR.SC.2.	Structure, Function, and Information Processing
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 6-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

[Virtual Field Trips](#)
[Who Lives On a Coral Reef?](#)

STRAND / TOPIC	AR.SC.3.	Growth, Development, and Reproduction of Organisms
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 6-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

[Virtual Field Trips](#)
[How Coral Reefs Are Formed](#)

PERFORMANCE EXPECTATION 6-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

[Virtual Field Trips](#)
[Galapagos Islands](#)
[How Coral Reefs Are Formed](#)

STRAND / TOPIC	AR.SC.5.	Human Impacts
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 6-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

[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?](#)

PERFORMANCE EXPECTATION	6-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
STRAND / TOPIC	AR.SC.6.	Weather and Climate
CONTENT STANDARD		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	6-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. <u>Virtual Field Trips</u> Canada: Coast to Coast
PERFORMANCE EXPECTATION	6-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. <u>Virtual Field Trips</u> Galapagos Islands
PERFORMANCE EXPECTATION	6-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Virtual Field Trips</u> Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?

Arkansas Standards

Social Studies

Grade: 6 - Adopted: 2022

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.6.1.	Research origins, purposes, and structures of government citing primary and secondary sources:
DESCRIPTOR	C.1.6.1.a.	Origins (e.g., Code of Hammurabi, Jewish Torah, Mandate of Heaven, Justinian Code, Twelve Tables, Magna Carta) <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Jerusalem - Then and Now (Older Grades)

DESCRIPTOR	C.1.6.1.b.	Purposes (e.g., belief systems, resource allocation)
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
DESCRIPTOR	C.1.6.1.c.	Structures (e.g., patriarchal, matriarchal, tribal, city-state, national)
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.6.2.	Compare the structure of leadership/government and functions of civilizations in different times and places (e.g., patriarchal, matriarchal, tribal, city-state, national).
		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
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Participation and Deliberation
BENCHMARK / PROFICIENCY	C.1.6.3.	Compare ways in which various civilizations foster social responsibility and civic virtues.
		Virtual Field Trips Ancient Greece
BENCHMARK / PROFICIENCY	C.1.6.5.	Compare rights, responsibilities, and privileges of individuals in various societies to 1500 C.E.
		Virtual Field Trips Ancient Greece

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Process, Rules, and Laws

BENCHMARK / PROFICIENCY C.1.6.7. Analyze the impact of rules and laws on society and reasons people change rules and laws over time.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

BENCHMARK / PROFICIENCY C.1.6.8. Explain the development of policies to address public problems in various civilizations over time.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Economic Decision-Making

BENCHMARK / PROFICIENCY E.1.6.1. Examine ways trade-offs have allowed civilizations to get the most out of scarce resources.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Rome

BENCHMARK / PROFICIENCY E.1.6.2. Analyze historical developments in various regions across the world using models of economic decision-making. Historical developments may include nomadic vs. agrarian, invasions, bartering, and trade.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Rome

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Exchange and Markets

BENCHMARK / PROFICIENCY	E.1.6.3.	Demonstrate how the division of labor and specialization led to the development of civilizations. This may include the increased productivity and quality of life civilizations experienced as they transitioned out of hunter-gatherer clusters and into agrarian, pastoral, and even feudal societies in which highly specialized skills could be developed, including artisans, cultivators, educators, and warriors. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
BENCHMARK / PROFICIENCY	E.1.6.4.	Analyze ways human, natural, and capital resources were organized to produce and deliver goods and services in early civilizations (e.g., caravans, public works projects, Silk Road, trade routes). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
BENCHMARK / PROFICIENCY	E.1.6.5.	Compare effects of supply and demand on early markets. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
BENCHMARK / PROFICIENCY	E.1.6.6.	Evaluate the emergence of new economic systems and their impact on civilizations (e.g., manorialism, mercantilism). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome Rome - The Eternal City
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Growth and Stability
BENCHMARK / PROFICIENCY	E.1.6.7.	Sequence the development of currency as a medium of exchange (i.e., barter > trade > progression of currency). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome Rome - The Eternal City

BENCHMARK / PROFICIENCY	E.1.6.8.	Evaluate the economic impact of war and conflict on societies and civilizations such as siege, reduction of labor, and spread of disease. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	E.1.	Economics -- Students will understand the impact of economic decision-making. This includes the exchange of goods and services; role of producers, consumers, and government in the marketplace; and growth, stability, and interdependence within a global economy.
PERFORMANCE EXPECTATION		Global Economy
BENCHMARK / PROFICIENCY	E.1.6.9.	Identify barriers to trade and their impact on civilizations such as war/conflict, infrastructure, lack of technology, and geographic limitations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome Rome - The Eternal City
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Human-Environment Interaction
BENCHMARK / PROFICIENCY	G.1.6.4.	Analyze effects of human-generated changes on the physical environment in various places and regions over time such as large building projects, canals, irrigation, farming, and deforestation. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
BENCHMARK / PROFICIENCY	G.1.6.5.	Analyze ways cultural characteristics influenced population distribution in various civilizations. This may include Greek city-states, Phoenecian colonies and trade cities, and Chinese agrarian society. 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

BENCHMARK / PROFICIENCY	G.1.6.6.	Analyze ways climate and environmental characteristics influenced where groups lived and how the groups adjusted to the environment in various civilizations.
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		

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Spatial Patterns and Movement

BENCHMARK / PROFICIENCY	G.1.6.7.	Analyze relationships between human settlements and movements and the location and use of natural resources in various regions.
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		

BENCHMARK / PROFICIENCY	G.1.6.8.	Determine how environmental and cultural characteristics affected the distribution and movement of people, goods, and ideas in various regions of the world.
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		

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Global Interconnections

BENCHMARK / PROFICIENCY	G.1.6.10.	Compare ways spatial patterns of economic activities in a place change over time because of interactions with nearby and distant places.
Virtual Field Trips Ancient China - Qin & Han Dynasties		

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 2: 4000-1000 B.C.E., Early Civilizations
BENCHMARK / PROFICIENCY	H.2.6.3.	Evaluate the characteristics necessary for a civilization:
DESCRIPTOR	H.2.6.3.a.	Government/leadership structure <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.b.	Culture (e.g., religion/beliefs, accepted practices/traditions) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.c.	Specialization of labor <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.d.	Mastery of food supply <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.e.	Technology <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.f.	Economic systems <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids
DESCRIPTOR	H.2.6.3.h.	Communication systems (e.g., spoken language, alphabetic and/or numeric systems, hieroglyphics, illustrations) <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.

CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 2: 4000-1000 B.C.E., Early Civilizations
BENCHMARK / PROFICIENCY	H.2.6.4.	Compare characteristics, contributions, and achievements of early river valley civilizations:

DESCRIPTOR H.2.6.4.b. Egypt

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

DESCRIPTOR H.2.6.4.d. China

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 2: 4000-1000 B.C.E., Early Civilizations

BENCHMARK / PROFICIENCY H.2.6.5. Identify social and cultural effects of militarization and the emergence of new kingdoms on early civilizations (e.g., chariot transport, warfare, invaders).

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

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 3: 1000 B.C.E.-300 C.E., Classical Traditions, Major Religions, and Giant Empires
BENCHMARK / PROFICIENCY	H.2.6.6.	Compare reasons for the rise and decline of major empires and civilizations:

DESCRIPTOR H.2.6.6.a. Egypt

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

DESCRIPTOR	H.2.6.6.e.	Greece
		Virtual Field Trips Ancient Rome Rome - The Eternal City

DESCRIPTOR	H.2.6.6.g.	China (Han)
		Virtual Field Trips Ancient China - Qin & Han Dynasties

DESCRIPTOR	H.2.6.6.i.	Mayan Empire
		Virtual Field Trips Ancient Mayan Civilization

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 3: 1000 B.C.E.-300 C.E., Classical Traditions, Major Religions, and Giant Empires

BENCHMARK / PROFICIENCY H.2.6.7. Explain the significance and lasting effects of contributions made by major empires and civilizations of the world such as the concept of zero, crossbow, architecture, government, and calendar.

[Virtual Field Trips](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient Egypt - Land of the Pharaohs](#)
[Ancient Egypt - Land of the Pyramids](#)
[Ancient Mayan Civilization](#)
[Ancient Rome](#)
[Rome - The Eternal City](#)

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 3: 1000 B.C.E.-300 C.E., Classical Traditions, Major Religions, and Giant Empires
BENCHMARK / PROFICIENCY	H.2.6.9.	Examine key concepts and influences of major belief systems on societies:

DESCRIPTOR	H.2.6.9.a.	Buddhism
		Virtual Field Trips Ancient China - Qin & Han Dynasties

DESCRIPTOR	H.2.6.9.c.	Confucianism
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties

DESCRIPTOR	H.2.6.9.e.	Judaism
		Virtual Field Trips Jerusalem - Then and Now (Older Grades)
STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 4: 300 C.E.-1000 C.E., Expanding Zones of Exchange and Encounter
BENCHMARK / PROFICIENCY	H.2.6.13.	Examine key concepts and influences of major belief systems on societies:

DESCRIPTOR H.2.6.13.c Confucianism

[Virtual Field Trips](#)
[Ancient China - Qin & Han Dynasties](#)
[Ancient China - Shang & Zhou Dynasties](#)

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 5: 1000 C.E.-1500 C.E., Global Interactions
BENCHMARK / PROFICIENCY	H.2.6.15.	Examine the effects invaders brought to various societies, including disease, famine, and cultural assimilation. Groups may include:

DESCRIPTOR H.2.6.15.d. Maya

[Virtual Field Trips](#)
[Ancient Mayan Civilization](#)

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 5: 1000 C.E.-1500 C.E., Global Interactions

BENCHMARK / PROFICIENCY H.2.6.16. Analyze effects of cultural interactions and connections on civilizations over time. This may include art, literature, religion, architecture, Zheng He's warships, printing press, Maya calendar, Great Zimbabwe, and technological innovations.

[Virtual Field Trips](#)
[Ancient Mayan Civilization](#)
[Rome - The Eternal City](#)

STRAND / TOPIC		Grade 6 - World History Era 1: Beginnings of Civilizations through Era 5: 1500 C.E.
CONTENT STANDARD	H.2.	History - World History Beginnings of Civilizations Through 1500 C.E. -- Students will understand key historical periods from the beginning of civilization (World Era 1) through 1500 C.E. (World Era 5). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of nations and cultures of the world.
PERFORMANCE EXPECTATION		World Era 5: 1000 C.E.-1500 C.E., Global Interactions
BENCHMARK / PROFICIENCY	H.2.6.18.	Describe the impact of exploration on civilizations in the Americas:

DESCRIPTOR	H.2.6.18. b.	Maya <u>Virtual Field Trips</u> Ancient Mayan Civilization
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Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 7
Correlation Options: Show Correlated

Arkansas Standards
Science
Grade: 7 - Adopted: 2017

STRAND / TOPIC	AR.SC.1.	Structure and Properties of Matter
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / TOPIC	AR.SC.3.	Interdependent Relationships in Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

PERFORMANCE EXPECTATION 7-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Virtual Field Trips

African Safari

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

STRAND / TOPIC	AR.SC.4.	Matter and Energy in Organisms and Ecosystems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 7-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE EXPECTATION	7-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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STRAND / TOPIC	AR.SC.5.	Earth's Systems
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	7-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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PERFORMANCE EXPECTATION	7-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
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STRAND / TOPIC	AR.SC.6.	History of Earth
CONTENT STANDARD		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	7-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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PERFORMANCE EXPECTATION	7-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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Arkansas Standards
Social Studies
Grade: 7 - Adopted: 2022

STRAND / TOPIC		Grade 7 - United States History Era 1: Beginnings through Era 4: 1850
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CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions

BENCHMARK / PROFICIENCY C.1.7.2. Examine the legislative, executive, and judicial branches of government, including their checks and balances and separation of powers.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STRAND / TOPIC		Grade 7 - United States History Era 1: Beginnings through Era 4: 1850
CONTENT STANDARD	C.1.	Civics -- Students will understand the impact of origins, structures, and functions of institutions and laws on society and citizens. This includes personal civic rights, roles, responsibilities, and processes by which laws are made and amended.
PERFORMANCE EXPECTATION		Civic and Political Institutions
BENCHMARK / PROFICIENCY	C.1.7.3.	Explain and compare origins, functions, and structures of different systems of government, including those created by the Arkansas and U.S. Constitutions:

DESCRIPTOR C.1.7.3.b. State powers and national powers

Virtual Field Trips

Washington, DC - Grades 6 - 8

DESCRIPTOR C.1.7.3.c. Concurrent and reserved powers

Virtual Field Trips Washington,
DC - Grades 6 - 8

STRAND / TOPIC		Grade 7 - United States History Era 1: Beginnings through Era 4: 1850
CONTENT STANDARD	G.1.	Geography -- Students will understand the purpose of geographic tools (e.g., maps, globes, charts, graphs) to understand, analyze, and explain human interaction with each other and with the environment. This includes the spatial characteristics and patterns of human settlement and connections between global regions.
PERFORMANCE EXPECTATION		Geographic Representations
BENCHMARK / PROFICIENCY	G.1.5.2.	Analyze human movement and economic activities over time using maps and other geographic representations:

DESCRIPTOR G.1.5.2.a. Pre-Columbian Indigenous Nations' settlement patterns

Virtual Field Trips

Ancient Mayan Civilization

STRAND / TOPIC		Grade 7 - United States History Era 1: Beginnings through Era 4: 1850
CONTENT STANDARD	H.3.	History - United States Beginnings through 1850 (Era 1 through Era 4) -- Students will understand key historical periods from the United States' Beginnings (Era 1) through 1850 (Era 4). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.

PERFORMANCE EXPECTATION		Era 3: 1754 through the 1820s, Revolution and the New Nation
BENCHMARK / PROFICIENCY	H.3.7.12.	Examine short- and long-term effects of the drafting and signing of the U.S. Constitution:

DESCRIPTOR H.3.7.12.a Federalism and the establishment of three branches

Virtual Field Trips

Washington, DC - Grades 6 - 8

DESCRIPTOR H.3.7.12. b. Bicameral house (i.e., the Great Compromise)

Virtual Field Trips Washington,
DC - Grades 6 - 8

Main Criteria: Arkansas Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies **Grade:** 8
Correlation Options: Show Correlated

Arkansas Standards
Social Studies
Grade: 8 - Adopted: 2022

STRAND / TOPIC		Grade 8 - United States History Era 5: 1850 through Era 7: 1930
CONTENT STANDARD	H.5.	History - United States History 1850-1930 (Era 5 through Era 7) -- Students will understand key historical periods from the Emergence of Modern America, 1890-1930 (Era 7), to the Contemporary United States, 1968 to Present (Era 10). This includes the patterns of social, economic, and political change over time and the ways people view, construct, and interpret the history of the United States.
PERFORMANCE EXPECTATION		Era 7: 1890-1930, Emergence of Modern America
BENCHMARK / PROFICIENCY	H.5.8.1.	Explain the origins, development, and impact of American expansionism, including the geographic effects of acquiring new territories, the expansionist foreign policy under William McKinley, Theodore Roosevelt, and William Taft, and the role of the Spanish-American War:

DESCRIPTOR H.5.8.1.b. Acquisition of federally protected land such as national parks

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah