

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: K - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.K- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	K-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

INDICATOR 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

DOMAIN / CONTENT STANDARD	NGSS.K- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	K-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

Connecticut State Standards

Social Studies

Grade: K - Adopted: 2023

DOMAIN / CONTENT STANDARD		Kindergarten: Understanding My Communities
STATE FRAMEWORK		Kindergarten Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR K.Inq.1.a. Develop questions relevant to self, family, and school community.

Virtual Field Trips

Grade 1 - Families and Neighbors

DOMAIN / CONTENT STANDARD		Kindergarten: Understanding My Communities
STATE FRAMEWORK		Kindergarten Content Standards
GRADE LEVEL EXPECTATION	K-1.	Roles and Responsibilities in a Community

INDICATOR K.Civ.2.a. Explain how all people, not just official leaders, contribute to the community (e.g., recycling, following agreed upon rules, advocacy, volunteering, voting, public service).

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

INDICATOR K.Civ.3.a. Explain the need for and purposes of rules and laws in our community (e.g., bike helmets, school rules, traffic laws laws).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

INDICATOR K.Civ.6.a. Describe how community members work together to accomplish tasks to make their community a better place (e.g., municipal meetings, volunteering, belonging to community organizations).

Virtual Field Trips

Grade 1 - All About Work

INDICATOR K.Eco.3.a Describe the skills and knowledge needed to do certain jobs in the community.

Virtual Field Trips

Grade 1 - All About Work

DOMAIN / CONTENT STANDARD		Kindergarten: Understanding My Communities
STATE FRAMEWORK		Kindergarten Content Standards
GRADE LEVEL EXPECTATION	K-2.	Familiar Places and Communities

INDICATOR K.Eco.6.a Describe how people in the community earn income (e.g., arts, banking, farming, healthcare, manufacturing, retail, service, trades, education).

Virtual Field Trips

Grade 1 - All About Work

DOMAIN / CONTENT STANDARD		Kindergarten: Understanding My Communities
STATE FRAMEWORK		Kindergarten Content Standards
GRADE LEVEL EXPECTATION	K-3.	Communities Past and Present

INDICATOR	K.His.2.a. Identify similarities and differences between the past and the present (e.g., dress, recreation, schools, traditions, transportation, types of buildings).
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Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: 1 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.1- LS.	LIFE SCIENCE
STATE FRAMEWORK	1-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

DOMAIN / CONTENT STANDARD	NGSS.1- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	1-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

Connecticut State Standards

Social Studies

Grade: 1 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 1: Society and Ourselves
STATE FRAMEWORK		Grade 1 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR 1.Inq.1.a. Explain why a compelling question about community members is important to the student.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

DOMAIN / CONTENT STANDARD		Grade 1: Society and Ourselves
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STATE FRAMEWORK		Grade 1 Inquiry Standards
GRADE LEVEL EXPECTATION	4	Communicate Conclusions and Take Informed Action

INDICATOR 1.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN / CONTENT STANDARD		Grade 1: Society and Ourselves
STATE FRAMEWORK		Grade 1 Content Standards
GRADE LEVEL EXPECTATION	1-1.	Contributing in a Democratic Society

INDICATOR 1.Civ.8.b. Describe how symbols of the United States illustrate democratic principles (e.g., Great Seal of the United States, Flag of the United States, Statue of Liberty, America the Beautiful, Bald Eagle).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

INDICATOR 1.Civ.14.a. Explain how people have worked to improve their communities in the past and present (e.g., supporting local businesses, conserving land for recreation and wildlife protection, philanthropy).

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - The Earth Around Us

Grade 2 - Work and Money

INDICATOR 1.Geo.8.a. Compare how urban, suburban, and rural communities use local and distant environments to meet their daily needs (e.g., agriculture, goods, housing, open space, transportation).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

Paris - City of Light - Grades K - 5

INDICATOR 1.Eco.4.a. Describe goods and services produced locally and in other communities (e.g., raw materials, electronics, food, clothing).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN / CONTENT STANDARD		Grade 1: Society and Ourselves
STATE FRAMEWORK		Grade 1 Content Standards

GRADE LEVEL EXPECTATION	1-2.	Honoring the Past and Present
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INDICATOR 1.His.3.a. Generate questions about significant individuals or groups from the past in our community or nation (e.g., political/military leaders, significant individuals determined by gender, race, and/or religion).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Washington, DC - Grades K - 5

INDICATOR 1.His.6.a. Compare various accounts about significant individuals, groups or events (e.g., book, diary, video, website).

Virtual Field Trips

Grade 2 - Early Americans

Washington, DC - Grades K - 5

INDICATOR 1.Geo.5.a. Describe how human actions can affect the cultural and environmental characteristics of the community (e.g., community beautification, community planning, environmental preservation, national parks and monuments, water use).

Virtual Field Trips

Grade 2 - Land and Water Around Us

INDICATOR 1.Geo.6.a. Describe cultural and environmental characteristics of a variety of diverse communities (e.g., art, built environment, foodways, language, memorials, physical features, traditions).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 2 - Our Government At Work

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

DOMAIN / CONTENT STANDARD		Grade 1: Society and Ourselves
STATE FRAMEWORK		Grade 1 Content Standards
GRADE LEVEL EXPECTATION	1-3.	Global Communities

INDICATOR 1.Geo.2.b. Use maps, graphs, photographs, and other representations to describe how geographic features affect how people live around the globe (e.g., land use, natural resources, water access).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

INDICATOR 1.Geo.3.b. Use maps, globes, and other simple geographic models to identify the location of countries and continents.

Virtual Field Trips

Grade 2 - Land and Water Around Us

INDICATOR	1.Geo.4. a.	Explain the impact of weather, climate, and environmental characteristics on the way people live around the globe (e.g., natural hazards, seasons, agriculture, housing, physical features). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
INDICATOR	1.Geo.10 .a.	Describe changes in the physical characteristics of various world regions (e.g., climate, movement of people, urban sprawl). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Paris - City of Light - Grades K - 5
INDICATOR	1.Geo.11. a.	Explain how the products people buy connect them to places around the world (e.g., agricultural products, electronics, energy, clothing). Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR	1.Eco.14. a.	Describe why people in one nation trade goods with people in another nation. Virtual Field Trips Grade 2 - Work and Money

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

Connecticut State Standards
Science
Grade: 2 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.2-LS.	LIFE SCIENCE
STATE FRAMEWORK	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

DOMAIN / CONTENT STANDARD	NGSS.2-LS.	LIFE SCIENCE
STATE FRAMEWORK	2-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	2-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 2-ESS1-1. Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

DOMAIN / CONTENT STANDARD	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
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STATE FRAMEWORK	2-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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
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INDICATOR	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?
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INDICATOR	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. 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
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Connecticut State Standards
Social Studies
Grade: 2 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR	2.Inq.1.a.	Explain why a compelling question about a significant person, event, or issue in a community is important to the student. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards

GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools
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INDICATOR 2.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of social studies content.

Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Inquiry Standards
GRADE LEVEL EXPECTATION	4	Communicate Conclusions and Take Informed Action

INDICATOR 2.Inq.4.e. Identify and explain a range of local, regional, and global problems, and some ways in which people can and are trying to address these problems.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-1.	Working Together as a Community

INDICATOR 2.Civ.1.a. Describe the roles and responsibilities of local officials (e.g., alderman, mayor, selectman, other municipal leaders).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

INDICATOR 2.Civ.5.a. Explain the role and responsibilities of a local government (e.g., public safety, waste removal, education, libraries, road maintenance).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 3 - How Government Helps Our Communities

INDICATOR 2.Civ.6.a. Describe how individuals and groups work interdependently to improve their community (e.g., education, health, recreation, safety).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR 2.Civ.6.b. Describe how families are structured to accomplish common tasks, establish responsibilities, and fulfill roles.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

INDICATOR	2.Civ.8.a.	Describe how democratic principles such as equality, fairness, respect for legitimate authority, participation by citizens, and rules are important to a community.
		Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR	2.Civ.10.a.	Compare one's own perspective about a community issue with that of the perspective of others (e.g., differing opinions on park improvements, water use, recycling).
		Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR	2.His.4.a.	Compare needs of the community today to its needs in the past (e.g., education, land use, safety, transportation, housing).
		Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-2.	Leadership Past and Present
INDICATOR	2.His.3.a.	Develop questions about diverse individuals or groups recognized for contributions to their community or the United States past and present (e.g., Dolores Huerta, DJ Kool Herc, Jack Robinson, Maya Lin, Sally Ride, Mother Earth Water Walkers, Paul Newman).
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	2.His.6.a.	Compare different accounts about the same person who or event that contributed to the community (e.g., book, diary, video, website).
		Virtual Field Trips Grade 1 - The Earth Around Us
INDICATOR	2.His.9.a.	Identify sources that can be used to learn about past and present national, state, and local leaders (e.g., articles, books, diaries, photographs, videos).
		Virtual Field Trips Grade 1 - Let's Learn About the Government

INDICATOR	2.His.14. a.	Generate reasons about why national and state observances and celebrations have been established to honor individuals, groups, and events in the United States (e.g., National Hispanic Heritage Month, Veterans Day, Black History Month, Women's History Month, Asian American and Pacific Islander Heritage Month, Memorial Day, LGBTQ Pride Month, Juneteenth). Virtual Field Trips Grade 1 - Families and Neighbors Grade 3 - A Country of Cultures
DOMAIN / CONTENT STANDARD		Grade 2: Contributing to Society
STATE FRAMEWORK		Grade 2 Content Standards
GRADE LEVEL EXPECTATION	2-3.	Decision-Making in our World
INDICATOR	2.Eco.1.a.	Explain how scarcity and abundance influences decision-making in the community (e.g., budgeting, rationing). Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
INDICATOR	2.Eco.13. a.	Describe the types of human and physical capital resources used by governments and businesses to respond to community needs (e.g., education, machinery, skilled labor, training, transportation, workplaces). 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 - Businesses At Work Grade 3 - Geography of Our Communities Grade 3 - The First Americans
INDICATOR	2.Civ.14. a.	Describe how people have tried to improve communities to meet the needs of and create more equity for residents both past and present (e.g., greenspaces, safety laws, zoning, affordable housing, support for immigrant families). Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

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

Connecticut State Standards
Science
 Grade: 3 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
STATE FRAMEWORK	3-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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

DOMAIN / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
STATE FRAMEWORK	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.3- LS.	LIFE SCIENCE
STATE FRAMEWORK	3-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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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INDICATOR	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?
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INDICATOR	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?
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DOMAIN / CONTENT STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	3-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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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INDICATOR	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> 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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DOMAIN / CONTENT STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	3-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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Connecticut State Standards
Social Studies
Grade: 3 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 3: Connecticut and Local History
STATE FRAMEWORK		Grade 3 Content Standards
GRADE LEVEL EXPECTATION	3-1.	State Constitution and Government

INDICATOR	3.Civ.1.a.	Identify the responsibilities and powers of government officials at the state and local level (e.g., alderperson, council member, governor, judges, legislators, mayor, selectperson). <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
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INDICATOR	3.Civ.2.a.	Explain how democracy relies on the responsible participation of individuals and groups within school, local and state communities (e.g., advocacy, census, compromise, jury duty, taxes, voting). <u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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INDICATOR	3.Civ.6.a.	Describe how people benefit from and face challenges working together in various settings to address problems (e.g., families, governments, schools, volunteer organizations, workplaces). <u>Virtual Field Trips</u> Grade 2 - Work and Money
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INDICATOR	3.Civ.6.b. Describe ways in which families and communities in early United States history were organized to promote mutual benefit and address challenges (e.g., familial and social structures of Indigenous, European, and Black communities).
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Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

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

Connecticut State Standards
Science
Grade: 4 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.4-PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	4-PS4.	Waves and their Applications in Technologies for Information Transfer
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

DOMAIN / CONTENT STANDARD	NGSS.4-LS.	LIFE SCIENCE
STATE FRAMEWORK	4-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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?

INDICATOR 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?

DOMAIN / CONTENT STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	4-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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
DOMAIN / CONTENT STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	4-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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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INDICATOR	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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Connecticut State Standards
Social Studies
Grade: 4 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR	4.Inq.1.a.	Explain why compelling questions about a United States region are important to others (e.g., peers, adults).
		Virtual Field Trips 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 National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5

INDICATOR	4.Inq.1.c.	Determine the kinds of sources that will be helpful in answering compelling and supporting questions, taking into consideration the different opinions people have about how to answer the question.
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Virtual Field Trips

Grade 4 - Northeast

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools

INDICATOR	4.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of United States geography content.
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Virtual Field Trips

Grade 4 - Northeast

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Inquiry Standards
GRADE LEVEL EXPECTATION	3	Evaluate Sources and Use Evidence

INDICATOR	4.Inq.3.a.	Gather relevant information from multiple sources about an event or issue in a United States region.
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Virtual Field Trips

Grade 4 - Northeast

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards

GRADE LEVEL EXPECTATION	4-1.	Understanding Regions
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INDICATOR	4.Geo.2.a	Explain the relationship between natural resources and human settlement in United States regions using maps, photographs, and other representations (e.g., Great Lakes, Connecticut River Valley, Mississippi River Delta, Pacific Northwest).
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Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

INDICATOR	4.Geo.3.a.	Use state and regional maps to describe cultural and environmental characteristics of regions (e.g., state capitals, heritage sites, national monuments).
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Virtual Field Trips

Grade 4 - Northeast

INDICATOR	4.Geo.10.a.	Explain how and why environmental characteristics vary across regions in the United States and North America (e.g., coastal zone, forest, grassland, tundra, desert).
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Virtual Field Trips

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 Landforms

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

INDICATOR	4.Geo.12.a.	Explain how individuals and groups prepare for and respond to natural and human-made disasters (e.g., levees, building codes, erosion and settlement control, wildlife crossings).
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Virtual Field Trips

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards
GRADE LEVEL EXPECTATION	4-2.	Location, Place, and Movement

INDICATOR	4.Geo.8.a.	Explain how human settlement and movement relates to the availability of natural resources in a region (e.g., fisheries, mining, arable land, access to water for transportation).
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Virtual Field Trips

Grade 4 - Northeast

INDICATOR	4.Geo.6.a.	Describe how economic, social, and political factors influence migration and population distribution throughout the United States (e.g., El Salvadorian, Guatemalan, Honduran, Haitian, Nigerian, Filipino, and Indian emigration). Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
INDICATOR	4.His.5.a.	Explain how push and pull factors influence the development of cultural enclaves in the United States (e.g., Little Mogadishu in Minneapolis, Little Saigon in San Jose, Little Albania in the Bronx, Koreatown in Los Angeles, Little Haiti in Miami, Park Street in Hartford, Borough Park in Brooklyn). Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
INDICATOR	4.His.9.a.	Summarize how different kinds of sources can be used to understand the settlement and resettlement of individuals and groups (e.g., census records, diary entries, oral histories, monuments, secondary sources). Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
INDICATOR	4.Geo.5.b.	Explain how the cultural characteristics of communities in a particular place are sustained and evolve over time (e.g., Taos Pueblo, South Side Neighborhood in Chicago). Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
DOMAIN / CONTENT STANDARD		Grade 4: United States Geography
STATE FRAMEWORK		Grade 4 Content Standards
GRADE LEVEL EXPECTATION	4-3.	Regional Interdependence
INDICATOR	4.Geo.11.a.	Describe a global economic event or issue that led to change and migration in a United States region (e.g., climate change, colonization, energy access, food access, health, pollution, poverty, work). Virtual Field Trips Grade 3 - A Country of Cultures 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 - West Region Early Beginnings

INDICATOR	4.Civ.14. Illustrate historical and contemporary examples of individuals and groups effecting change in a region (e.g., civil rights, clean air policy, conservation, determination of National Park status, healthcare access, water and land rights). a. Virtual Field Trips Grade 4 - Midwest Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
INDICATOR	4.Eco.7.a Explain how profits influence sellers in markets throughout regions of the United States (e.g., location, marketing, supply and demand). . Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

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

Connecticut State Standards
Science
Grade: 5 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.5- PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	5-PS3.	Energy
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 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.

Virtual Field Trips
Galapagos Islands
Who Lives On a Coral Reef?

DOMAIN / CONTENT STANDARD	NGSS.5- LS.	LIFE SCIENCE
STATE FRAMEWORK	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Galapagos Islands
Who Lives On a Coral Reef?

DOMAIN / CONTENT STANDARD	NGSS.5- ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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
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INDICATOR	5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Virtual Field Trips National Parks - Nevada, California
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DOMAIN / CONTENT STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	5-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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?
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Connecticut State Standards

Social Studies

Grade: 5 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-1.	Migration and Settlement

INDICATOR	5.His.14.a.	Explain probable causes and effects of the migration of Indigenous peoples and the formation of Native nations in North America (e.g., archeological evidence). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.8.a.	Describe the connection between natural resources and human settlement patterns in the Atlantic and Pacific Worlds (e.g., Caribbean, Europe, North America, South America, West Africa). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.His.14.b.	Describe the causes and effects of European exploration and settlement of the Americas (e.g., conflict, enslavement, land rights, sovereignty, trade). Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR	5.Geo.4.a.	Explain how cultural diffusion of agricultural and technological knowledge held by African, Indigenous, and European communities contributed to North American settlements (e.g., rice cultivation, open field system, companion planting). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-2.	The Colonial Era

INDICATOR	5.Eco.5.a.	Describe the role of money and currency in trade during the Colonial Era (e.g., British and Spanish coins, tobacco, wampum, paper money). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.3.a.	Identify examples of resources used to produce goods and services throughout colonial settlements in the New England, Middle, and Southern regions (e.g., indentured and slave labor, natural resources, tools, machines). Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	5.Eco.4.a.	Compare the reasons for different areas of specialization and trade among individuals and businesses in New England, Middle, and Southern colonies (e.g., availability and access to natural resources, hydropower, labor, trade routes). Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

INDICATOR	5.Civ.8.a.	Identify the civic virtues and democratic principles that contributed to the rejection of British parliamentary rule of the North American colonies.
		Virtual Field Trips Grade 4 - Northeast
DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-3.	The American Revolution
INDICATOR	5.Eco.1.a.	Compare the benefits and costs of governmental and individual choices leading to the American Revolution (e.g., taxation, homespun movement, right to property).
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.His.10.a.	Compare information provided by multiple historical sources about the people and events of the American Revolution (e.g., purpose, maker, significance, fact, opinion, bias).
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.His.14.e.	Explain probable causes and effects of major turning points in the American Revolution (e.g., Battle of Bunker Hill, Boston Massacre, Saratoga, Valley Forge).
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.Eco.15.a.	Explain economic interdependence between the New England, Middle, and Southern colonies during the American Revolution (e.g., trade, efforts to support the continental cause).
		Virtual Field Trips Grade 4 - Northeast
DOMAIN / CONTENT STANDARD		Grade 5: United States History I Migration–American Revolution
STATE FRAMEWORK		Grade 5 Content Standards
GRADE LEVEL EXPECTATION	5-4.	The United States Constitution and Civic Participation
INDICATOR	5.Civ.3.a.	Examine the origins and purpose of key provisions of the United States Constitution (e.g., checks and balances, limited government, popular sovereignty, republicanism, separations of powers, federalism).
		Virtual Field Trips Washington, DC - Grades K - 5
INDICATOR	5.Civ.5.a.	Explain the role of the Constitution in establishing a system of government in the United States (e.g., federalism, separation of power, states' rights).
		Virtual Field Trips Washington, DC - Grades K - 5

Main Criteria: Connecticut State Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Connecticut State Standards

Science

Grade: 6 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	MS-PS1.	Matter and Its Interactions
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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 2-5

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

INDICATOR MS-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

INDICATOR MS-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?

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
INDICATOR	MS-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 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?
INDICATOR	MS-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 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. 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?
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS2.	Earth's Systems

GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
INDICATOR	MS-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
INDICATOR	MS-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
INDICATOR	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
INDICATOR	MS-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. Virtual Field Trips Galapagos Islands
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert

INDICATOR	MS-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?
INDICATOR	MS-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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
INDICATOR	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?

Connecticut State Standards
Social Studies
Grade: 6 - Adopted: 2023

DOMAIN / CONTENT STANDARD		Grade 6: World Regional Studies I
STATE FRAMEWORK		Grade 6 Inquiry Standards
GRADE LEVEL EXPECTATION	1	Develop Questions and Plan Inquiries

INDICATOR 6.Inq.1.a. Explain how compelling and supporting questions represent key ideas about geography or other social science disciplines in the study of a world region.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN / CONTENT STANDARD		Grade 6: World Regional Studies I
STATE FRAMEWORK		Grade 6 Inquiry Standards
GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools

INDICATOR	6.Inq.2.a.	Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies context. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
DOMAIN / CONTENT STANDARD		Grade 6: World Regional Studies I
STATE FRAMEWORK		Grade 6 Content Standards
GRADE LEVEL EXPECTATION	6-1.	World Geographic Regions
INDICATOR	6.Geo.2.a	Explain the relationship between population and bodies of water using maps and other representations of a region (e.g., Red Sea, Caspian Sea, Persian Gulf, Lake Victoria). Virtual Field Trips Ancient China - Qin & Han Dynasties
INDICATOR	6.Geo.2.b.	Explain the relationship between the locations of places and regional characteristics using maps and other representations (e.g., religious centers, Nile River flooding, sea level rise in Venice, New Northwest Passage). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
INDICATOR	6.Geo.4.a.	Explain how cultural patterns influence the environment and daily life within and among regions (e.g., pollution of the Ganges River, Croatian access to Adriatic Seacoast, Main Danube waterway, Chinese New Year, Hajj). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

INDICATOR	6.Geo.5. a.	Analyze the cultural and environmental characteristics that have shaped a region (e.g., climate in Northern vs. Southern Europe, pastoralist communities in South Asia).
		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 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 6 - 8 The Sahara Desert Tokyo - City of Contrasts

INDICATOR	6.Geo.5. b.	Compare the similarities and differences of cultural and environmental characteristics within and among regions (e.g., Abrahamic religions in Israel and Palestine, regional identity in India, Northern and Southern China).
		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 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 6 - 8 The Sahara Desert Tokyo - City of Contrasts

INDICATOR	6.Geo.6. a.	Explain how physical characteristics of a region are connected to identities and cultures (e.g., agriculture in Ukraine, Indian Diaspora, Ethiopian highlands). 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 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 6 - 8 The Sahara Desert Tokyo - City of Contrasts
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INDICATOR	6.Geo.6. b.	Explain how human characteristics of a region are connected to identities and cultures (e.g., built environment, language, world religions). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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DOMAIN / CONTENT STANDARD		Grade 6: World Regional Studies I
STATE FRAMEWORK		Grade 6 Content Standards
GRADE LEVEL EXPECTATION	6-2.	Systems of Governance

INDICATOR	6.Geo.5. d.	Analyze how cultural characteristics have shaped political boundaries within a region (e.g., linguistics, religion, tribal affiliation). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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INDICATOR	6.His.2.a.	Classify a series of historical events and developments in a region as examples of political change and continuity (e.g., Fall of Rome, Korean Demilitarized Zone, Fall of Saigon, Partition of India).
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
DOMAIN / CONTENT STANDARD		Grade 6: World Regional Studies I
STATE FRAMEWORK		Grade 6 Content Standards
GRADE LEVEL EXPECTATION	6-3.	Economic Decision-Making and Exchanges
INDICATOR	6.Geo.4. b.	Explain how economic decisions influence the environment and daily life within and among regions (e.g., agriculture, energy production, population density, resource extraction, waste disposal).
		Virtual Field Trips Canada: Our Northern Neighbor
INDICATOR	6.Eco.1.a	Explain how economic decisions affect the well-being of individuals, businesses, and societies within a region (e.g., Organization of the Petroleum Exporting Countries, South Asia Food and Nutrition Security Initiative, National Human Development Initiative, FIFA World Cup).
		Virtual Field Trips Canada: Our Northern Neighbor
INDICATOR	6.Eco.8.a	Explain how economic decision-making in a region can affect the true cost of goods or services (e.g., carbon emissions, child and forced labor, strip mining, global waste trade).
		Virtual Field Trips Canada: Our Northern Neighbor
INDICATOR	6.Eco.15. a.	Explain the benefits and costs of trade policies to individuals and groups in a region (e.g., Belt and Road Initiative, Schengen Area, African Continental Free Trade Area).
		Virtual Field Trips Exploring Cuba

Main Criteria: Connecticut State Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Connecticut State Standards
Science
Grade: 7 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	MS-PS1.	Matter and Its Interactions
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

INDICATOR	MS-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
INDICATOR	MS-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
INDICATOR	MS-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
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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
INDICATOR	MS-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
INDICATOR	MS-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

INDICATOR	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
INDICATOR	MS-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. Virtual Field Trips Galapagos Islands
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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
INDICATOR	MS-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 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
INDICATOR	MS-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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
INDICATOR	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

DOMAIN / CONTENT STANDARD		Grade 7: World Regional Studies II
STATE FRAMEWORK		Grade 7 Inquiry Standards
GRADE LEVEL EXPECTATION	2	Apply Disciplinary Concepts and Tools

INDICATOR 7.Inq.2.a. Apply disciplinary knowledge and practices to demonstrate an understanding of world regional studies content.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN / CONTENT STANDARD		Grade 7: World Regional Studies II
STATE FRAMEWORK		Grade 7 Content Standards
GRADE LEVEL EXPECTATION	7-1.	Movement and Cultural Diffusion

INDICATOR 7.Geo.3.a. Analyze cultural diffusion among regions using paper based and digital mapping techniques (e.g., expansion, relocation).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

INDICATOR 7.Geo.8.a. Analyze how human-environment interactions influence movement and settlement (e.g., Floating City Of Ganvie, The Dry Corridor, Tenochtitlán, Silk Road, trans-Saharan caravans).

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

INDICATOR 7.Geo.10.a. Analyze how cultural characteristics vary among regions and shape diversity of local communities (e.g., cultural centers, diasporas, cultural universals, taboos, linguistics).

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

INDICATOR	7.Geo.10.b.	Analyze how environmental characteristics vary among regions (e.g., climate, natural disasters, waterways, mountain ranges, deserts). Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba 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 6 - 8 Tokyo - City of Contrasts
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INDICATOR	7.Geo.12.a.	Explain how global changes in population distribution patterns have affected land use in a region (e.g., the Pampas, Deforestation in the Amazon, Southwest United States population boom). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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DOMAIN / CONTENT STANDARD		Grade 7: World Regional Studies II
STATE FRAMEWORK		Grade 7 Content Standards
GRADE LEVEL EXPECTATION	7-2.	Governance and Human Rights

INDICATOR	7.His.9.a.	Classify the kinds of historical sources used in a secondary interpretations of a globally or regionally significant event or issue (e.g., genocide, natural disasters, climate change, refugee crises, human trafficking). Virtual Field Trips Exploring Cuba
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INDICATOR	7.His.2.a.	Describe a series of political events and developments that reflect change and continuity throughout the history of a region (e.g., trans-Saharan Migration, Spanish Conquest of Hispaniola, Mexican Revolution, Cuban Revolution, Latin American independence, Apartheid, Central African Republic Civil War, Yogyakarta Principles, Timbuktu). Virtual Field Trips Exploring Cuba
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DOMAIN / CONTENT STANDARD		Grade 7: World Regional Studies II
STATE FRAMEWORK		Grade 7 Content Standards
GRADE LEVEL EXPECTATION	7-3.	Regional and Global Economics

INDICATOR	7.Eco.5.a. Explain ways in which money facilitates the exchange of goods and services in both historical and contemporary contexts (e.g., cattle, Cowrie shells, wampum, coins, banknotes, credit cards, cryptocurrency).
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Virtual Field Trips

Barcelona

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

Connecticut State Standards
Science
 Grade: 8 - Adopted: 2015

DOMAIN / CONTENT STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
STATE FRAMEWORK	MS-PS1.	Matter and Its Interactions
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS1.	From Molecules to Organisms: Structures and Processes
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-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

DOMAIN / CONTENT STANDARD	NGSS.MS-LS.	LIFE SCIENCE
STATE FRAMEWORK	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

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

INDICATOR	MS-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
INDICATOR	MS-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
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips 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
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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
INDICATOR	MS-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
INDICATOR	MS-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

INDICATOR	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
INDICATOR	MS-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. Virtual Field Trips Galapagos Islands
DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-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
INDICATOR	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips 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
INDICATOR	MS-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. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
INDICATOR	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

DOMAIN / CONTENT STANDARD		Grade 8: United States History II Colonial America–Reconstruction
STATE FRAMEWORK		Grade 8 Content Standards
GRADE LEVEL EXPECTATION	8-1.	Origins of United States Democracy and National Identity

INDICATOR 8.Civ.3.a. Examine the origin, purpose, and impact of the founding documents (e.g., popular sovereignty, republicanism, separation of powers, enfranchisement, liberty).

Virtual Field Trips

Washington, DC - Grades 6 - 8

INDICATOR 8.Civ.4.a. Explain the evolving powers and limits of the three branches of government as defined in the United States Constitution and subsequent federal court rulings, legislation, and executive action (e.g., Alien and Sedition Acts, Marbury v. Madison, Treaty of San Lorenzo).

Virtual Field Trips

Washington, DC - Grades 6 - 8