

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: K - Adopted: 2023

STANDARD / STRAND		Kindergarten
PROFICIENCY STATEMENT / SUBSTRAND	K-ESS2-1.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Kindergarten
PROFICIENCY STATEMENT / SUBSTRAND	K-ESS2-2.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Kindergarten
PROFICIENCY STATEMENT / SUBSTRAND	K-ESS3-3.	Earth and Human Activity

INDICATOR / STANDARD 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

Indiana Academic Standards

Social Studies

Grade: K - Adopted: 2023

STANDARD / STRAND		Kindergarten Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students examine the connections of their own environment with the past. They begin to distinguish between events and people of the past and the present and use a sense of time in classroom planning and participation.

INDICATOR / STANDARD K.H.1. Compare children and families of today with those from the past.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

INDICATOR / STANDARD	K.H.2.	Identify ways by which people, heritage, and events are commemorated and recognized. (E) Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
STANDARD / STRAND		Kindergarten Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students learn they are citizens of their school, community, and the United States and identify symbols of the nation. They learn the importance of being a responsible citizen who explains why rules are needed and follows them.
INDICATOR / STANDARD	K.C.2.	Give examples of how to be a responsible family member and member of a group. Virtual Field Trips Grade 1 - Let's Learn About the Government
STANDARD / STRAND		Kindergarten Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students explain that people do different jobs and work to meet basic economic wants.
INDICATOR / STANDARD	K.E.1.	Explain that people work to earn money to buy the things they want. Virtual Field Trips Grade 1 - All About Work
INDICATOR / STANDARD	K.E.2.	Identify and describe different kinds of jobs that people do and the tools or equipment used in these jobs. (E) Virtual Field Trips Grade 1 - All About Work
INDICATOR / STANDARD	K.E.3.	Explain why people in a community choose different jobs. Virtual Field Trips Grade 1 - All About Work

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 1 - Adopted: 2023

STANDARD / STRAND		Grade 1
PROFICIENCY STATEMENT / SUBSTRAND	1-LS1-1.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 1
PROFICIENCY STATEMENT / SUBSTRAND	1-ESS1-2.	Earth's Place in the Universe

INDICATOR / STANDARD 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

Indiana Academic Standards

Social Studies

Grade: 1 - Adopted: 2023

STANDARD / STRAND		Grade 1 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students identify continuity and change in the different communities around them, including school and neighborhood communities, and identify individuals, events, and symbols that are important to our country.

INDICATOR / STANDARD 1.H.1. Identify continuity and change between past and present in community life using primary sources.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

INDICATOR / STANDARD 1.H.2. Identify American songs and symbols, and discuss their origins.

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 / STANDARD	1.H.3.	Identify local people from the past who have demonstrated good citizenship. Virtual Field Trips Grade 1 - The Earth Around Us
INDICATOR / STANDARD	1.H.4.	Identify people and events observed in national celebrations and holidays. (E) Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work
INDICATOR / STANDARD	1.H.8.	Distinguish between historical fact and fiction in American folktales and legends that are part of American culture. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans
STANDARD / STRAND		Grade 1 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students explain the meaning of government and why rules and laws are needed in the school and community. They identify individual rights and responsibilities and use a variety of sources to learn about the functions of government and roles of citizens.
INDICATOR / STANDARD	1.C.1.	Identify rights that people have and the responsibilities that accompany these rights. (E) Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
INDICATOR / STANDARD	1.C.2.	Define and give examples of rules and laws in the school and the community, and explain the benefits of these rules and laws. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
INDICATOR / STANDARD	1.C.3.	Describe ways that individual actions can contribute to the common good of the classroom or 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
INDICATOR / STANDARD	1.C.4.	Define the term citizens and describe the characteristics of good citizenship. (E) 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

STANDARD / STRAND		Grade 1 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students identify the basic elements of maps and globes. They identify selected geographic characteristics of their home, school, and neighborhood.

INDICATOR / STANDARD 1.G.2. Identify and describe continents, hemispheres, oceans, cities, and roads on maps and globes. (E)

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

Washington, DC - Grades K - 5

INDICATOR / STANDARD 1.G.4. Identify and describe physical features and human features of the local community, including home, school, and neighborhood.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

STANDARD / STRAND		Grade 1 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students explain how people in the school and community use goods and services and make choices as both producers and consumers.

INDICATOR / STANDARD 1.E.1. Identify goods (e.g., tangible objects, such as food or toys, that can satisfy people's wants) that people use. (E)

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR / STANDARD 1.E.2. Identify services (e.g., actions that someone does for someone else) that people do for each other. (E)

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

INDICATOR / STANDARD 1.E.3. Explain that people have to make choices about goods and services because resources are limited in relation to people's wants (e.g., scarcity).

Virtual Field Trips

Grade 2 - Work and Money

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 2 - Adopted: 2023

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-LS2-1.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-LS4-1.	Biological Evolution: Unity and Diversity

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-ESS1-1.	Earth's Place in the Universe

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-ESS2-1.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-ESS2-2.	Earth's Systems

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 2
PROFICIENCY STATEMENT / SUBSTRAND	2-ESS2-3.	Earth's Systems

INDICATOR / STANDARD 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

Indiana Academic Standards

Social Studies

Grade: 2 - Adopted: 2023

STANDARD / STRAND		Grade 2 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students differentiate between events that happened in the past and recently, recognize examples of continuity and change in local and regional communities, and consider ways that people and events of the past and present influence their lives.

INDICATOR / STANDARD 2.H.1. Identify when the local community was established, and identify its founders and early settlers. (E)

Virtual Field Trips

Grade 1 - The Earth Around Us

INDICATOR / STANDARD 2.H.2. Identify continuity and change between past and present community life using primary sources.

Virtual Field Trips

Grade 1 - The Earth Around Us

INDICATOR / STANDARD 2.H.3. Identify actions and individuals who had a positive impact on the local community.

Virtual Field Trips

Grade 1 - The Earth Around Us

INDICATOR / STANDARD	2.H.4.	Identify and describe community celebrations, symbols, and traditions, and explain why they are important. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - A Country of Cultures
INDICATOR / STANDARD	2.H.5.	Develop a timeline of important events in the history of the school and/or school community. (E) Virtual Field Trips Grade 1 - The Earth Around Us
INDICATOR / STANDARD	2.H.7.	Read about and summarize historical community events using a variety of resources (e.g., the library, digital media, print media, electronic media, and community resources). (E) Virtual Field Trips Grade 1 - The Earth Around Us
STANDARD / STRAND		Grade 2 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students explain why communities have government and laws, demonstrate that people in the United States have both rights and responsibilities, and identify individual actions that contribute to the good of the community and nation.
INDICATOR / STANDARD	2.C.1.	Explain that the United States government is founded on the belief of equal rights for its citizens. (E) Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	2.C.2.	Understand and explain why it is important for a community to have a responsible government. (E) Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	2.C.3.	Describe how people of different ages, cultural backgrounds, and traditions contribute to the community and how all citizens can respect these differences. (E) Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
INDICATOR / STANDARD	2.C.4.	Identify people who are good citizens and describe the character traits that make them admirable. 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 / STANDARD	2.C.5.	Discuss and explain the meaning of the Pledge of Allegiance and understand the role played by Benjamin Harrison (Indiana's only president) in promoting recitation of the Pledge by American school children; identify other ways citizens can affirm their citizenship. Virtual Field Trips Grade 3 - How Government Helps Our Communities

STANDARD / STRAND		Grade 2 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students locate their community, state, and nation on maps and globes; identify major geographic characteristics of their local community; explore geographic relationships between the physical and environmental characteristics of their community; and compare neighborhoods in their community to those in other parts of the country/world.

INDICATOR / STANDARD	2.G.3.	Compare neighborhoods in your community/region, and explain how physical features of the community affect people living there. (E) Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
INDICATOR / STANDARD	2.G.4.	Compare neighborhoods in your community/region with those in other parts of the world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5
INDICATOR / STANDARD	2.G.6.	Identify and describe cultural or human features on a map using map symbols. 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

STANDARD / STRAND		Grade 2 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students describe how people in a community use productive resources, create a variety of businesses and industries, specialize in different types of jobs, and depend on each other to supply goods and services.

INDICATOR / STANDARD	2.E.1.	Explain that a price is what people pay when they buy goods or services and what people receive when they sell goods or services. (E) Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR / STANDARD	2.E.2.	Research goods and services produced in the local community, and describe how people can be both producers and consumers. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / STANDARD	2.E.3.	Define opportunity cost and explain that because resources are limited in relation to people's wants (e.g., scarcity), people must make choices as to how to use resources. (E) Virtual Field Trips Grade 3 - I Am a Consumer

INDICATOR / STANDARD	2.E.4.	Explain why people trade for goods and services, and explain how money makes trade easier. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
INDICATOR / STANDARD	2.E.5.	Explain the concept of savings and why this is important for individuals and for our economy. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 3 - Adopted: 2023

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS1-1.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS2-1.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-2.	Biological Evolution: Unity and Diversity

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 3
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PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-3.	Biological Evolution: Unity and Diversity
INDICATOR / STANDARD	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. <u>Virtual Field Trips</u> 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?
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-LS4-4.	Biological Evolution: Unity and Diversity
INDICATOR / STANDARD	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. <u>Virtual Field Trips</u> 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?
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS2-1.	Earth's Systems
INDICATOR / STANDARD	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. <u>Virtual Field Trips</u> African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS2-2.	Earth's Systems

INDICATOR / STANDARD	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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STANDARD / STRAND		Grade 3
PROFICIENCY STATEMENT / SUBSTRAND	3-ESS3-1.	Earth and Human Activity

INDICATOR / STANDARD	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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Indiana Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students describe how significant people, events, and developments have shaped their own community and region; compare their community to other communities in the region in other times and places; and use a variety of resources to gather information about the past.

INDICATOR / STANDARD	3.H.1.	Identify and describe how Native Americans impacted the development of local communities. (E) Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
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INDICATOR / STANDARD	3.H.6.	Use a variety of resources to gather information about your region's communities; identify factors that make the region unique, including cultural diversity, industry, the arts, and architecture. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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INDICATOR / STANDARD	3.H.7.	Distinguish between fact and fiction in historical accounts by comparing documentary sources on historical figures and events with fictional characters and events in stories. (E) Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Geography Washington, DC - Grades K - 5
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INDICATOR / STANDARD	3.H.8.	Define immigration and explain how immigration enriches community. (E) Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled
STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students explain what it means to be citizens of their community, state, and nation; are able to identify the functions and major services provided by local government; and use a variety of resources to gather information about their local, state, and national governments.
INDICATOR / STANDARD	3.C.1.	Discuss the reasons governments are needed and identify specific goods and services that governments provide. (E) Virtual Field Trips Grade 2 - Our Government At Work
INDICATOR / STANDARD	3.C.2.	Identify and explain the duties of and selection process for local and state government officials who make, implement, and enforce laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	3.C.3.	Explain that the United States has three levels of government (i.e., local, state, and national), and that each level has special duties and responsibilities. (E) Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR / STANDARD	3.C.4.	Explain the importance of being a responsible citizen of your community, state, and nation. Identify people in your community and state who exhibit the characteristics of good citizenship. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	3.C.5.	Explain the role citizens have in making decisions and rules within the community, state, and nation, such as participating in local and regional activities, voting in elections, running for office, and voicing opinions in a positive way. (E) Virtual Field Trips Grade 2 - Our Government At Work
STANDARD / STRAND		Grade 3 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students explain that simple grid systems (latitude and longitude) are used to locate places on maps and globes, identify the distinctive physical and cultural features of their community, and explain the geographic relationships between their own community and the state and other states within the region.

INDICATOR / STANDARD	3.G.1.	Use labels and symbols to locate and identify physical and political features on maps and/or globes. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba 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 Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
INDICATOR / STANDARD	3.G.2.	Label a map of the Midwest, identifying states, major rivers, lakes, and the Great Lakes. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast
INDICATOR / STANDARD	3.G.3.	Identify the local and regional communities, including Indiana and other Midwestern states, on maps using simple grid systems. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast
INDICATOR / STANDARD	3.G.5.	Explain that regions are areas that have similar physical and cultural characteristics. Identify Indiana and the local community as part of a specific region. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
INDICATOR / STANDARD	3.G.8.	Identify and describe how human systems and physical systems have impacted the local 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
STANDARD / STRAND		Grade 3 Social Studies

PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students explain how people in the local community make choices about using goods, services, and productive resources; how they engage in trade to satisfy their economic wants and needs; how they use a variety of resources to gather and apply information about economic changes in the community; and how they compare costs and benefits in economic decision making.
INDICATOR / STANDARD	3.E.1.	Give examples from the local community that illustrate the scarcity of productive resources. Explain how this scarcity requires people to make choices and incur opportunity costs. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
INDICATOR / STANDARD	3.E.2.	Give examples of goods and services provided by local business and industry. (E) Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
INDICATOR / STANDARD	3.E.3.	Give examples of trade in the local community, and explain how trade benefits both parties. Virtual Field Trips Grade 2 - Work and Money
INDICATOR / STANDARD	3.E.5.	List the characteristics of money, and explain how money makes trade and the purchase of goods easier. (E) Virtual Field Trips Grade 2 - Work and Money
INDICATOR / STANDARD	3.E.6.	Explain that buyers and sellers interact to determine the prices of goods and services in markets. (E) Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR / STANDARD	3.E.8.	Identify different ways people save their income, and explain advantages and disadvantages of each. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 4 - Adopted: 2023

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-PS4-3.	Waves and Their Applications in Technologies for Information Transfer

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-LS1-1.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-LS1-2.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-ESS2-1.	Earth's Systems

INDICATOR / STANDARD	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.
		<u>Virtual Field Trips</u> 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

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-ESS3-1.	Earth and Human Activity

INDICATOR / STANDARD	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
		<u>Virtual Field Trips</u> 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

STANDARD / STRAND		Grade 4
PROFICIENCY STATEMENT / SUBSTRAND	4-ESS3-2.	Earth and Human Activity

INDICATOR / STANDARD	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

Indiana Academic Standards
Social Studies
 Grade: 4 - Adopted: 2023

STANDARD / STRAND		Grade 4 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students trace historical periods, places, people, events, and movements that have led to the development of Indiana as a state.

INDICATOR / STANDARD	4.H.1.	Identify and compare the major early cultures that lived in the region of Indiana before the arrival of the Europeans and before Indiana became a state. (E)
		<u>Virtual Field Trips</u> Grade 4 - Midwest Region Early Beginnings

INDICATOR / STANDARD	4.H.2.	Identify and describe historic Native American groups that lived in Indiana at the time of early European exploration, including ways these groups adapted to and interacted with the physical environment. (E) Virtual Field Trips Grade 4 - Midwest Region Early Beginnings
INDICATOR / STANDARD	4.H.5.	Explain the roles of various individuals, groups, and movements in the social conflicts leading to the Civil War. (E) Virtual Field Trips Grade 4 - Southeast Region of the U.S.
STANDARD / STRAND		Grade 4 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students describe the components and characteristics of Indiana's constitutional form of government and explain the levels and three branches of Indiana's government.
INDICATOR / STANDARD	4.C.3.	Identify and explain the major responsibilities of the legislative (Article 4), executive (Article 5), and judicial branches (Article 7) of state government as written in the Indiana Constitution. (E) Virtual Field Trips Grade 3 - How Government Helps Our Communities
INDICATOR / STANDARD	4.C.4.	Identify major state offices, the duties and powers associated with them, and how they are chosen, such as by election or appointment. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STANDARD / STRAND		Grade 4 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students identify the components of Earth's physical systems; describe the major physical and cultural characteristics of Indiana; give examples of how people have adapted to and modified their environment, past and present; identify regions of Indiana, and compare the geographic characteristics of Indiana with states and regions in other parts of the country/world.
INDICATOR / STANDARD	4.G.1.	Estimate distances between two places on a map when referring to relative locations. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today
INDICATOR / STANDARD	4.G.2.	Locate Indiana on a map as one of the 50 United States. Identify and describe the location of the state capital, major cities, and rivers in Indiana. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today
INDICATOR / STANDARD	4.G.3.	Map and describe the physical regions of Indiana and identify major natural resources and agricultural/crop regions. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today

INDICATOR / STANDARD	4.G.4.	Explain how glaciers shaped Indiana's landscape and environment. (E) Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today
INDICATOR / STANDARD	4.G.5.	Describe Indiana's landforms (lithosphere), water features (hydrosphere), and plants and animals (biosphere). Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today
STANDARD / STRAND		Grade 4 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students study and compare the characteristics of Indiana's changing economy in the past and present.
INDICATOR / STANDARD	4.E.3.	Explain that prices change as a result of changes in supply and demand for specific products. (E) Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR / STANDARD	4.E.4.	List the functions of money, and compare and contrast things that have been used as money in the past in Indiana, the United States, and the world. Virtual Field Trips Barcelona
INDICATOR / STANDARD	4.E.6.	Define profit, and describe how profit is an incentive for entrepreneurs. Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR / STANDARD	4.E.7.	Identify important goods and services provided by state and local governments by giving examples of how state and local tax revenues are used. (E) Virtual Field Trips Barcelona

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subject s: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 5 - Adopted: 2023

STANDARD / STRAND		Grade 5
PROFICIENCY STATEMENT / SUBSTRAND	5-PS3-1.	Energy

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 5
PROFICIENCY STATEMENT / SUBSTRAND	5-LS2-1.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 5
PROFICIENCY STATEMENT / SUBSTRAND	5-ESS2-1.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 5
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PROFICIENCY STATEMENT / SUBSTRAND	5-ESS2-2.	Earth's Systems
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INDICATOR / STANDARD	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.
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Virtual Field Trips

National Parks - Nevada, California

STANDARD / STRAND		Grade 5
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PROFICIENCY STATEMENT / SUBSTRAND	5-ESS3-1.	Earth and Human Activity
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INDICATOR / STANDARD	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
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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?

Indiana Academic Standards

Social Studies

Grade: 5 - Adopted: 2023

STANDARD / STRAND		Grade 5 Social Studies
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PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students describe the historical movements that influenced the development of the United States from pre-Columbian times to 1800, with an emphasis on the American Revolution and the founding of the United States.
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INDICATOR / STANDARD	5.H.1.	Identify and describe early cultures and settlements that existed in North America prior to contact with Europeans. (E)
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / STANDARD	5.H.2.	Examine accounts of early European explorations of North America, including major land and water routes, reasons for exploration, and the impact the exploration had. (E)
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Virtual Field Trips

Canada: Our Northern Neighbor

Grade 4 - West Region Early Beginnings

INDICATOR / STANDARD	5.H.3.	Compare and contrast historic Indian groups of the West, Southwest, Northwest, Arctic and sub-Arctic, Great Plains, and Eastern Woodlands regions at the beginning of European exploration in the late fifteenth and sixteenth centuries.
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Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR / STANDARD	5.H.4.	Locate the early Spanish, French, and British settlements on a map, and compare the origins, physical structure, and social structure of these settlements. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / STANDARD	5.H.7.	Identify and locate the 13 British colonies by region (e.g., New England, Middle, Southern). Describe the political and social organization of each region. Explain the economic organization of each region. (E) Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / STANDARD	5.H.8.	Identify the early founders of colonial settlements, and describe early colonial resistance to British rule. Virtual Field Trips Grade 4 - Northeast
INDICATOR / STANDARD	5.H.9.	Understand how political, religious, and economic ideas brought about the American Revolution. Virtual Field Trips Grade 4 - Northeast
INDICATOR / STANDARD	5.H.10.	Analyze the causes of the American Revolution as outlined in the Declaration of Independence. (E) Virtual Field Trips Grade 4 - Northeast
INDICATOR / STANDARD	5.H.11.	Identify major British and American leaders of the American Revolutionary War and describe their significance in key events of the war. (E) Virtual Field Trips Grade 4 - Northeast
INDICATOR / STANDARD	5.H.12.	Describe the contributions of France, other nations, and individuals to the outcome of the American Revolution. Virtual Field Trips Grade 4 - Northeast
INDICATOR / STANDARD	5.H.13.	Identify contributions of women and minorities during the American Revolution. Virtual Field Trips Grade 4 - Northeast
STANDARD / STANDARD		Grade 5 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students identify main components and characteristics of the United States government. Students identify and explain key ideas in government from the colonial and founding periods that continue to shape civic and political life.
INDICATOR / STANDARD	5.C.2.	Identify and explain ideas about limited government, the rule of law, and individual rights in key colonial era documents. (E) Virtual Field Trips Grade 4 - Northeast

INDICATOR / STANDARD	5.C.3.	Identify and explain key ideas about government as noted in the Declaration of Independence, Articles of Confederation, Northwest Ordinance, United States Constitution, and the Bill of Rights. (E)
		Virtual Field Trips Grade 4 - Northeast
STANDARD / STANDARD		Grade 5 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students use global grid systems; identify climate regions; describe physical and cultural characteristics; and locate states, capitals, and major physical features of the United States. They also explain the changing interaction of people with their environment in regions of the United States and show how the United States is related geographically to the rest of the world.
INDICATOR / STANDARD	5.G.1.	Demonstrate that lines of latitude and longitude are measured in degrees of a circle, that places can be precisely located where these lines intersect, and that location can be stated in terms of degrees north or south of the equator and east or west of the Prime Meridian. (E)
		Virtual Field Trips Grade 4 - West Region Geography
INDICATOR / STANDARD	5.G.2.	Use maps and globes to locate states, capitals, major cities, major rivers, the Great Lakes, and mountain ranges in the United States. (E)
		Virtual Field Trips Barcelona 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 Today Washington, DC - Grades K - 5
INDICATOR / STANDARD	5.G.3.	Locate the continental divide and the major drainage basins/watersheds in the United States, noting the watersheds that Indiana lies within.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings
INDICATOR / STANDARD	5.G.4.	Use maps to describe the characteristics of climate regions of the United States.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

INDICATOR / STANDARD	5.G.5.	Identify major sources of accessible fresh water, and describe the impact of access on the local and regional communities. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast
INDICATOR / STANDARD	5.G.6.	Identify the major manufacturing and agricultural regions in colonial America, and summarize the ways that agriculture and manufacturing changed between 1600 and 1800. (E) Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / STANDARD	5.G.7.	Describe the ways Native Americans, Africans, immigrant groups, and colonists adapted to variations in the physical environment. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
INDICATOR / STANDARD	5.G.8.	Describe and analyze how specific physical features influenced historical events. (E) Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
STANDARD / STRAND		Grade 5 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students describe the productive resources and market relationships that influence the way people produce goods and services and earn a living in the United States in different historical periods. Students consider the importance of economic decision making and how people make economic choices that influence their future.
INDICATOR / STANDARD	5.E.1.	Describe the economic activities within and among Native American cultures prior to contact with Europeans. Examine the economic incentives that helped motivate European exploration and colonization. (E) Virtual Field Trips Grade 4 - West Region Early Beginnings
INDICATOR / STANDARD	5.E.3.	Describe the impact of technological developments and major inventions on business productivity during the early development of the United States. (E) Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 6 - Adopted: 2023

STANDARD / STRAND		Grade 6
PROFICIENCY STATEMENT / SUBSTRAND	MS-LS2-2.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 6
PROFICIENCY STATEMENT / SUBSTRAND	MS-LS2-3.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD 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?

STANDARD / STRAND		Grade 6
PROFICIENCY STATEMENT / SUBSTRAND	MS-LS2-4.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD	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?

STANDARD / STRAND		Grade 6
PROFICIENCY STATEMENT / SUBSTRAND	MS-LS2-5.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / STANDARD	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?

Indiana Academic Standards
Social Studies
Grade: 6 - Adopted: 2023

STANDARD / STRAND		Grade 6 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students explore the key historic movements, events, and figures that contributed to the development of modern Europe and America from early civilizations through modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.

INDICATOR / STANDARD	6.H.1.	Summarize the rise, decline, and cultural achievements of ancient civilizations in Europe and Mesoamerica. (E)
		Virtual Field Trips Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City

INDICATOR / STANDARD	6.H.2.	Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.
		Virtual Field Trips Ancient Greece Ancient Mayan Civilization

INDICATOR / STANDARD	6.H.4.	Identify and explain the development and organization of political, cultural, social, and economic systems in Europe and the Americas. Virtual Field Trips Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
INDICATOR / STANDARD	6.H.6.	Identify trade routes and discuss their impact on the rise of cultural centers and trade cities in Europe and Mesoamerica. Virtual Field Trips Ancient Greece Ancient Mayan Civilization Ancient Rome Rome - The Eternal City
INDICATOR / STANDARD	6.H.8.	Analyze the interconnections of people, places, and events in the economic, scientific, and cultural exchanges of the European Renaissance that led to the Scientific Revolution, voyages of discovery, and imperial conquest. (E) Virtual Field Trips Rome - The Eternal City
INDICATOR / STANDARD	6.H.14.	Define and use the terms decade, century, and millennium, and compare alternative ways that historical periods and eras are designated by identifying the organizing principles upon which each is based. Virtual Field Trips Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Washington, DC - Grades 6 - 8
INDICATOR / STANDARD	6.H.15.	Differentiate between fact and interpretation in historical accounts and explain the meaning of historical passages by identifying who was involved, what happened, where it happened, and relating them to outcomes that followed and gaps in the historical record. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Washington, DC - Grades 6 - 8
INDICATOR / STANDARD	6.H.16.	Identify issues related to an historical event in Europe or the Americas, giving basic arguments for and against that issue utilizing the perspectives, interests, and values of those involved. Virtual Field Trips Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Washington, DC - Grades 6 - 8

PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students compare and contrast forms of government in different historical periods with contemporary political structures of Europe and the Americas and examine the rights and responsibilities of individuals in different political systems.
INDICATOR / STANDARD	6.C.1.	Compare and contrast major forms of governments in Europe and the Americas throughout history. Virtual Field Trips Canada: Our Northern Neighbor
INDICATOR / STANDARD	6.C.2.	Explain how the elements and foundations of Greek direct democracy can be found in modern systems of government. (E) Virtual Field Trips Ancient Greece
INDICATOR / STANDARD	6.C.3.	Explain how the elements and foundations of Roman representative democracy are present in modern systems of government. (E) Virtual Field Trips Ancient Rome
STANDARD / STRAND		Grade 6 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students identify the characteristics of climate regions in Europe and the Americas, and describe major physical features, countries, and cities of Europe and the Western Hemisphere.
INDICATOR / STANDARD	6.G.1.	Demonstrate a broad understanding of the countries and capitals of Europe and the Americas. (E) Virtual Field Trips Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor
INDICATOR / STANDARD	6.G.2.	Describe and compare major cultural characteristics of regions in Europe and the Western Hemisphere. Virtual Field Trips Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands
INDICATOR / STANDARD	6.G.3.	Locate and describe the climate regions of Europe and the Americas and explain how and why they differ. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

INDICATOR / STANDARD	6.G.4.	Describe and compare major physical characteristics of regions (biomes) of Europe and the Americas. (E) Virtual Field Trips Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands 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 Rome - The Eternal City Washington, DC - Grades 6 - 8
STANDARD / STRAND		Grade 6 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Economics – Learning Outcome: Students examine the influence of physical and cultural factors upon the economic systems of countries in Europe and the Americas.
INDICATOR / STANDARD	6.E.1.	Give examples of how trade related to key developments in the history of Europe and the Americas. (E) Virtual Field Trips Rome - The Eternal City
INDICATOR / STANDARD	6.E.2.	Analyze how countries of Europe and the Americas have been influenced by trade in different historical periods. (E) Virtual Field Trips Rome - The Eternal City
INDICATOR / STANDARD	6.E.3.	Explain why international trade requires a system for exchanging currency between various countries. Virtual Field Trips Rome - The Eternal City
INDICATOR / STANDARD	6.E.4.	Describe how different economic systems (traditional, command, market, and mixed) in Europe and the Americas answer the basic economic questions on what to produce, how to produce, and for whom to produce. (E) Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba
STANDARD / STRAND		Civics Standards (Second Semester Course)
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government.
INDICATOR / STANDARD		Foundations of Government

EXPECTATION / INDICATOR	6.CIV.2.	Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; and individual rights to life, liberty, and property; and freedom of conscience and religion. (E)
Virtual Field Trips Washington, DC - Grades 6 - 8		

EXPECTATION / INDICATOR	6.CIV.3.	Explain the concept of a separation of powers and how and why these powers are distributed, shared, and limited in the constitutional government of the United States. (E)
Virtual Field Trips Washington, DC - Grades 6 - 8		

STANDARD / STRAND		Civics Standards (Second Semester Course)
PROFICIENCY STATEMENT / SUBSTRAND		Learning Outcome: Students explain major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government.
INDICATOR / STANDARD		Functions of Government

EXPECTATION / INDICATOR	6.CIV.10.	Explain that the United States has three levels of government (local, state, and national), and that each level has special duties and responsibilities.
Virtual Field Trips Washington, DC - Grades 6 - 8		

EXPECTATION / INDICATOR	6.CIV.11.	Identify the three branches of the United States government and explain the functions of each. (E)
Virtual Field Trips Washington, DC - Grades 6 - 8		

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 7 - Adopted: 2023

STANDARD / STRAND		Grade 7
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS2-1.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 7
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS2-2.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 7
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS2-3.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 7
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS3-1.	Earth and Human Activity

INDICATOR / STANDARD	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
Indiana Academic Standards Social Studies Grade: 7 - Adopted: 2023		
STANDARD / STRAND		Grade 7 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		History – Learning Outcome: Students examine the major movements, events, and figures that contributed to the development of Africa, Asia, and the Southwest Pacific from ancient civilizations to modern times by examining religious institutions, trade and cultural interactions, political institutions, and technological developments.
INDICATOR / STANDARD	7.H.1.	Identify and explain the conditions that led to the rise of early river valley civilizations and evaluate how the achievements in art, architecture, written language, and religion of those civilizations are related to their respective forms of government and social hierarchies. (E) 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
INDICATOR / STANDARD	7.H.2.	Describe, compare, and contrast the historical origins, central beliefs, and spread of major religions. (E) Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs
INDICATOR / STANDARD	7.H.4.	Describe the importance of the Silk Road on the histories of Europe, Africa, and Asia. (E) Virtual Field Trips Ancient China - Qin & Han Dynasties
INDICATOR / STANDARD	7.H.8.	Describe the dynastic cycle and the cultural and technological contributions of major Chinese dynasties (Zhou, Qin, Han, Tang, Song, and Ming). (E) Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
INDICATOR / STANDARD	7.H.9.	Demonstrate how Japan became increasingly independent of earlier Chinese influences and developed its own political, religious, social, and artistic traditions. Virtual Field Trips Tokyo - City of Contrasts

INDICATOR / STANDARD	7.H.15.	Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts, including visual, literary, art, and musical sources. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / STRAND		Grade 7 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students trace the development of different forms of government in different historical eras and compare various contemporary political structures in Africa, Asia, and the Southwest Pacific in terms of power, approach to human rights, and the roles of citizens.
INDICATOR / STANDARD	7.C.2.	Compare and contrast historical and contemporary governments in Africa, Asia, and the Southwest Pacific. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STANDARD / STRAND		Grade 7 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students use technology and grid systems to identify and categorize places (physical, cultural, countries, large cities), major geographic characteristics (human and physical), and regions in Africa, Asia, and the Southwest Pacific. They use geographic skills, perspectives, and technologies to analyze relationships within and between these regions and the rest of the world.
INDICATOR / STANDARD	7.G.1.	Formulate a broad understanding of the location of countries within Africa, Asia, and the Southwest Pacific. (E) <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
INDICATOR / STANDARD	7.G.2.	Describe and compare major cultural characteristics of regions in Africa, Asia, and the Southwest Pacific. <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
INDICATOR / STANDARD	7.G.3.	Use historical maps to identify changes in Africa, Asia, and the Southwest Pacific over time. (E) <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
INDICATOR / STANDARD	7.G.4.	Identify major physical characteristics of regions of Africa, Asia, and the Southwest Pacific, such as deserts, basins, plains, mountains, and rivers, and describe their formation. <u>Virtual Field Trips</u> African Safari Tokyo - City of Contrasts
INDICATOR / STANDARD	7.G.5.	Compare and contrast the distribution of natural resources in Africa, Asia, and the Southwest Pacific; describe how natural resource distribution can impact the wealth of a country. (E) <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

INDICATOR / STANDARD	7.G.6.	Describe the limitations that climate and landforms place on land or people in regions of Africa, Asia, and the Southwest Pacific.
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Virtual Field Trips

African Safari

Tokyo - City of Contrasts

Main Criteria: Indiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subject s: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Indiana Academic Standards

Science

Grade: 8 - Adopted: 2023

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-PS1-3.	Matter and Its Interactions

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-LS1-5.	From Molecules to Organisms: Structures and Processes

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS2-5.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS2-6.	Earth's Systems

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
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PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS3-3.	Earth and Human Activity
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INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS3-4.	Earth and Human Activity

INDICATOR / STANDARD 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

STANDARD / STRAND		Grade 8
PROFICIENCY STATEMENT / SUBSTRAND	MS-ESS3-5.	Earth and Human Activity

INDICATOR / STANDARD MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over time.

Virtual Field Trips

Canada: Coast to Coast

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

Indiana Academic Standards

Social Studies

Grade: 8 - Adopted: 2023

STANDARD / STRAND		Grade 8 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Civics and Government – Learning Outcome: Students explain the major principles, values, and institutions of constitutional government and citizenship, which are based on the founding documents of the United States, and how the three branches of government share and check power within our federal system of government.

INDICATOR / STANDARD 8.C.1. Identify and explain essential ideas of constitutional government, which include limited government; rule of law; due process of law; separated and shared powers; checks and balances; federalism; popular sovereignty; republicanism; representative government; individual rights to life, liberty, and property; and freedom of conscience. (E)

Virtual Field Trips

Washington, DC - Grades 6 - 8

INDICATOR / STANDARD	8.C.2.	Compare and contrast the delegated, reserved, and concurrent powers (division of power or federal system) contained in the United States Constitution. (E)
		Virtual Field Trips Washington, DC - Grades 6 - 8
INDICATOR / STANDARD	8.C.3.	Compare and contrast the different functions of national and state government within the federal system by analyzing the United States Constitution and the Indiana Constitution.
		Virtual Field Trips Washington, DC - Grades 6 - 8
STANDARD / STRAND		Grade 8 Social Studies
PROFICIENCY STATEMENT / SUBSTRAND		Geography – Learning Outcome: Students identify the major geographic characteristics of the United States and its regions. They name and locate the major physical features of the United States, as well as demonstrate a broad understanding of the states, capitals, and major cities, and use geographic skills and technology to examine the influence of geographic factors on national development.
INDICATOR / STANDARD	8.G.2.	Identify the major mountain ranges and river systems of the United States and explain the importance of these physical features in the development of America.
		Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 8