

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: K - Adopted: 2017

STRAND	LA.SC.K.	Science – Grade K
TITLE	K-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION	K-ESS2-1.	Use and share observations of local weather conditions to describe patterns over time. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
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PERFORMANCE EXPECTATION	K-ESS2-2.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
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STRAND	LA.SC.K.	Science – Grade K
TITLE	K-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION	K-ESS3-3.	Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us
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Louisiana Academic Standards

Social Studies

Grade: K - Adopted: 2022

STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		HISTORY
PERFORMANCE EXPECTATION	K.4.	Identify symbols, customs, famous individuals, and celebrations representative of our state and nation, including:

INDICATOR	K.4.a.	Symbols: United States flag, bald eagle, Louisiana State flag, brown pelican <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
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INDICATOR	K.4.c.	Individuals: George Washington, Abraham Lincoln, Dr. Martin Luther King Jr. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
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INDICATOR	K.4.d.	State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago
STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		CIVICS
PERFORMANCE EXPECTATION	K.7.	Explain the purpose of local government. Virtual Field Trips Grade 1 - Let's Learn About the Government
STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		ECONOMICS
PERFORMANCE EXPECTATION	K.13.	Identify examples of goods and services. For example:
INDICATOR	K.13.a.	Goods: food, toys, clothing Virtual Field Trips Grade 1 - All About Work
INDICATOR	K.13.b.	Services: medical care, fire protection, law enforcement, library resources Virtual Field Trips Grade 1 - All About Work
STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		ECONOMICS
PERFORMANCE EXPECTATION	K.14.	Describe and compare reasons to save and spend money. Virtual Field Trips Grade 1 - All About Work
PERFORMANCE EXPECTATION	K.15.	Differentiate between wants and needs. Virtual Field Trips Grade 1 - All About Work

STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		GEOGRAPHY

PERFORMANCE
E
EXPECTATION

K.19. Identify basic landforms and bodies of water in a variety of visual representations, including mountains, hills, coasts, islands, lakes, and rivers.

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

Washington, DC - Grades K - 5

STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		GEOGRAPHY
PERFORMANCE E EXPECTATION	K.20.	Identify ways people interact with their environment, including:

INDICATOR

K.20.a. Using natural resources

Virtual Field Trips

Grade 1 - The Earth Around Us

STRAND		KINDERGARTEN: LIFE IN MY HOME, SCHOOL, AND LOCAL COMMUNITY - Kindergarten students are introduced to the world beyond their family and home. Students will build upon experiences with their families, schools, communities, and parishes as they begin their study of the most fundamental principles and ideas of each of social studies' core disciplines: history, civics, economics, and geography.
TITLE		GEOGRAPHY

PERFORMANCE
E
EXPECTATION

K.21. Identify rural, suburban, and urban areas.

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 1 - Adopted: 2017

STRAND	LA.SC.1.	Science – Grade 1
TITLE	1-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND	LA.SC.1.	Science – Grade 1
TITLE	1-ESS1.	EARTH'S PLACE IN THE UNIVERSE

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Louisiana Academic Standards

Social Studies

Grade: 1 - Adopted: 2022

STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		HISTORY
PERFORMANCE EXPECTATION	1.8.	Identify examples of Louisiana's culture, including:

INDICATOR 1.8.a. State and nationally designated holidays: New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Early Americans

STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		CIVICS

PERFORMANCE EXPECTATION	1.14.	Describe civic virtues including voting, running for office, serving on committees, and volunteering. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		ECONOMICS

PERFORMANCE EXPECTATION	1.17.	Differentiate between producers and consumers. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		ECONOMICS
PERFORMANCE EXPECTATION	1.19.	Describe how different public and private jobs help Louisianans. For example:

INDICATOR	1.19.a.	Public: firefighters keeping people and their property safe Virtual Field Trips Grade 2 - Work and Money
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STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		ECONOMICS

PERFORMANCE EXPECTATION	1.20.	Explain why and how goods and services are produced and traded. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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PERFORMANCE EXPECTATION	1.21.	Describe how scarcity requires people to make choices. Virtual Field Trips Grade 2 - Work and Money
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STRAND		GRADE 1: LIFE IN THE GREAT STATE OF LOUISIANA - The focus in grade 1 is helping students acquire knowledge regarding their place in the local community and in Louisiana. First graders will gain a deeper sense of their role as citizens in a democratic society as they develop an awareness of their basic rights and responsibilities, including the laws designed to protect them. Students will continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the study of Louisiana's rich history and culture.
TITLE		GEOGRAPHY

PERFORMANCE 1.24. Create and use maps or models with cardinal directions, keys, and scale.

E

EXPECTATION

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

Louisiana Academic Standards
Science
Grade: 2 - Adopted: 2017

STRAND	LA.SC.2.	Science – Grade 2
TITLE	2-LS2.	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

PERFORMANCE
E
EXPECTATION

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

Virtual Field Trips
Grade 2 - Land and Water Around Us

STRAND	LA.SC.2.	Science – Grade 2
TITLE	2-LS4.	BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

PERFORMANCE
E
EXPECTATION

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

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

STRAND	LA.SC.2.	Science – Grade 2
TITLE	2-ESS1.	EARTH'S PLACE IN THE UNIVERSE

PERFORMANCE
E
EXPECTATION

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

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

STRAND	LA.SC.2.	Science – Grade 2
TITLE	2-ESS2.	EARTH'S SYSTEMS

PERFORMANCE
E
EXPECTATION

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

Virtual Field Trips
Grade 3 - Geography of Our Communities

PERFORMANCE EXPECTATION	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	2-ESS2-3.	Obtain and communicate 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

Louisiana Academic Standards

Social Studies

Grade: 2 - Adopted: 2022

STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		History

PERFORMANCE EXPECTATION	2.5.	Compare life in the United States in the past to life today. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
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PERFORMANCE EXPECTATION	2.6.	Describe the significance of the American Revolution and the founding of the United States. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans
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STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		History
PERFORMANCE EXPECTATION	2.7.	Identify and describe national historical figures, celebrations, symbols, and places.

INDICATOR	2.7.a.	Identify and describe the Founding Fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans
INDICATOR	2.7.c.	Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, and Christmas Day. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Early Americans
INDICATOR	2.7.d.	Describe the history of American symbols, including the Liberty Bell, United States flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust." Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	2.7.e.	Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C., Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of Liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	2.7.f.	Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		History

PERFORMANCE EXPECTATION	2.8.	Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States, including Native American legends, African American history, tall tales, and stories of folk heroes. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		CIVICS
PERFORMANCE EXPECTATION	2.9.	Describe the structure and responsibilities of each of the three branches of the U.S. government (legislative, executive, judicial). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		CIVICS
PERFORMANCE EXPECTATION	2.10.	Identify and describe principles of American democracy and relate them to the founding of the nation.
INDICATOR	2.10.a.	Identify reasons for the settlement of the thirteen colonies and the founding of the United States, including the search for freedom and a new life. Virtual Field Trips Grade 3 - The First Americans
INDICATOR	2.10.b.	Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States, including equality under the law and fair treatment for all. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		CIVICS

PERFORMANCE E EXPECTATION	2.11.	Explain the purpose of rules and laws in the United States. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
PERFORMANCE E EXPECTATION	2.13.	Describe civic virtues including voting, running for office, serving on committees, and volunteering. 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 Grade 3 - How Government Helps Our Communities
PERFORMANCE E EXPECTATION	2.14.	Describe how hard work, good habits, consistent attendance in school, and planning for the future can help you achieve your goals, including attending college, learning a trade, and having a successful career. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
PERFORMANCE E EXPECTATION	2.15.	Compare local, state, and national elected officials and explain their roles and responsibilities, including the president, governor, mayor, and representatives. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		ECONOMICS
PERFORMANCE E EXPECTATION	2.16.	Describe the United States in economic terms, including free enterprise, private property, producers and consumers, profit and loss, costs and benefits, and imports and exports.

INDICATOR	2.16.a.	Describe how people are both producers and consumers. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		ECONOMICS

PERFORMANCE EXPECTATION	2.18.	Explain how scarcity of resources and opportunity costs require people to make choices to satisfy wants and needs. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
PERFORMANCE EXPECTATION	2.19.	Identify how people use natural (renewable and nonrenewable), human, and capital resources to provide goods and services. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Businesses At Work Grade 3 - The First Americans
STRAND		GRADE 2: LIFE IN OUR GREAT COUNTRY, THE UNITED STATES OF AMERICA - The goal in grade 2 is to introduce students to major historical events, figures, and symbols related to the principles and founding of American democracy. Grade 2 students will learn to value differences among people and exemplify a respect for the rights and opinions of others. Students will also develop an appreciation of shared values, principles, and beliefs that promote stability for our country's government and its citizens while building knowledge about our founding documents, system of government, and individuals who exemplify American values and principles.
TITLE		GEOGRAPHY
PERFORMANCE EXPECTATION	2.21.	Describe geographic features and physical characteristics of places in the United States and the world, including mountains, hills, plains, deserts, coasts, islands, peninsulas, lakes, oceans, and rivers. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Sahara Desert Washington, DC - Grades K - 5
PERFORMANCE EXPECTATION	2.24.	Compare and contrast basic land use and economic activities in urban, suburban, and rural environments. Virtual Field Trips Amazon Rainforest - Grades 2-5
PERFORMANCE EXPECTATION	2.25.	Identify natural disasters such as blizzards, earthquakes, tornadoes, hurricanes, and floods and explain their effects on people and the environment. Virtual Field Trips Grade 2 - Land and Water Around Us
PERFORMANCE EXPECTATION	2.27.	Describe how and why people from various cultures immigrate to the United States. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 3 - Adopted: 2017

STRAND	LA.SC.3.	Science – Grade 3
TITLE	3-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

PERFORMANCE
EXPECTATION

3-LS1-1. Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STRAND	LA.SC.3.	Science – Grade 3
TITLE	3-LS2.	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

PERFORMANCE
EXPECTATION

3-LS2-1. Construct and support 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?

STRAND	LA.SC.3.	Science – Grade 3
TITLE	3-LS4.	BIOLOGICAL EVOLUTION: UNITY AND DIVERSITY

PERFORMANCE
EXPECTATION

3-LS4-2. Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

PERFORMANCE EXPECTATION	3-LS4-3.	Construct and support 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?

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

STRAND	LA.SC.3.	Science – Grade 3
TITLE	3-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION	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

PERFORMANCE EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions around 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

STRAND	LA.SC.3.	Science – Grade 3
TITLE	3-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impact of a weather-related hazard.
		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

Louisiana Academic Standards

Social Studies

Grade: 3 - Adopted: 2022

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		HISTORY

PERFORMANCE
E
EXPECTATION

3.2. Explain connections between ideas, events, and developments in U.S. history.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		HISTORY
PERFORMANCE E EXPECTATION	3.3.	Use a variety of primary and secondary sources to:

INDICATOR

3.3.a. Analyze social studies content.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Washington, DC - Grades K - 5

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
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TITLE		HISTORY
PERFORMANCE EXPECTATION	3.4.	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:

INDICATOR 3.4.a. Demonstrate an understanding of social studies content.

Virtual Field Trips

Grade 2 - Early Americans
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Washington, DC - Grades K - 5

INDICATOR 3.4.b. Compare and contrast content and viewpoints.

Virtual Field Trips

Grade 2 - Early Americans
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Washington, DC - Grades K - 5

INDICATOR 3.4.c. Explain causes and effects.

Virtual Field Trips

Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		HISTORY

PERFORMANCE EXPECTATION	3.5.	Compare life in the United States in the past and present. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		HISTORY
PERFORMANCE EXPECTATION	3.6.	Identify and describe national historical figures, celebrations, and symbols.

INDICATOR	3.6.a.	Describe the achievements of George Washington, Thomas Jefferson, Lewis and Clark, Sacagawea, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Sojourner Truth, Sitting Bull, George Washington Carver, Susan B. Anthony, Mabel Ping-Hua Lee, Theodore Roosevelt, The Wright Brothers, Thomas Edison, Henry Ford, Alexander Graham Bell, Dr. Martin Luther King Jr., Jackie Robinson, Sally Ride, Katherine Johnson, and Mae Jemison. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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INDICATOR	3.6.b.	Describe the significance of state and nationally designated holidays, including New Year's Day, the birthday of Martin Luther King, Jr., Inauguration Day, Washington's Birthday, Mardi Gras, Memorial Day, Juneteenth, Independence Day, Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Christmas Day. Virtual Field Trips Grade 2 - Early Americans
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INDICATOR	3.6.c.	Describe the history of American symbols, including the Liberty Bell, U.S. flag (etiquette, customs pertaining to the display and use of the flag), bald eagle, national anthem, Uncle Sam, Statue of Liberty, The Pledge of Allegiance, and the national motto "In God We Trust." Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
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INDICATOR	3.6.d.	Identify and describe man-made American monuments and landmarks including the Gateway Arch, the Golden Gate Bridge, Jefferson Memorial, Dr. Martin Luther King Jr. Memorial in Washington D.C, Lincoln Memorial, Mount Rushmore, Pearl Harbor Museum, September 11 Memorial and Museum, Statue of liberty, the Tomb of the Unknown Soldier, U.S. Capitol, Washington Monument, and the White House. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 4 - Northeast Washington, DC - Grades K - 5
INDICATOR	3.6.e.	Identify and describe natural American landmarks, including the Grand Canyon, Mississippi River, Monument Valley, Niagara Falls, Rocky Mountains, Smoky Mountains, and Yellowstone National Park. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		HISTORY
PERFORMANCE EXPECTATION	3.7.	Describe the significance of major events in the history of the United States, including the American Revolution, Louisiana Purchase, Lewis and Clark Expedition, the abolition of slavery following the Civil War, women's suffrage movement, civil rights movement, and the Space Race. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
PERFORMANCE EXPECTATION	3.8.	Describe how voluntary and involuntary migration have affected the United States. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast

PERFORMANCE EXPECTATION	3.9.	Describe how technological advancements such as the steam engine, railroad, airplane, automobile, electricity, telephone, radio, television, microwave, and digital technologies have affected the lives of people in the United States.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		CIVICS
PERFORMANCE EXPECTATION	3.10.	Recognize functions of the Declaration of Independence and the Constitution of the United States.

INDICATOR 3.10.b. Describe the responsibilities of the three branches of government.

Virtual Field Trips
[Grade 2 - Our Government At Work](#)
[Grade 3 - How Government Helps Our Communities](#)

INDICATOR 3.10.c. Explain the relationship between the federal government and state government.

Virtual Field Trips
[Grade 3 - How Government Helps Our Communities](#)

INDICATOR 3.10.e. Explain how our founding documents protect individuals' rights to life, liberty, and the pursuit of happiness.

Virtual Field Trips
[Grade 2 - Early Americans](#)
[Grade 2 - Our Government At Work](#)
[Grade 3 - How Government Helps Our Communities](#)
[Grade 3 - The First Americans](#)
[Grade 4 - Northeast](#)

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		CIVICS

PERFORMANCE EXPECTATION	3.11.	Identify and describe basic principles of the Declaration of Independence and the Constitution of the United States. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
PERFORMANCE EXPECTATION	3.13.	Describe civic virtues: voting, running for office, serving on committees, and volunteering. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
PERFORMANCE EXPECTATION	3.14.	Describe how and why people become citizens of the United States. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		ECONOMICS
PERFORMANCE EXPECTATION	3.15.	Describe the United States in economic terms: free enterprise, private property, producers and consumers, profit and loss, supply and demand, and imports and exports.
INDICATOR	3.15.b.	Explain how the interaction between producers and consumers in a free market satisfies economic wants and needs. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	3.15.c.	Explain how supply and demand can affect the prices of goods and services. Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR	3.15.d.	Differentiate between imports and exports. Virtual Field Trips Grade 3 - Businesses At Work
INDICATOR	3.15.e.	Explain why and how people specialize in the production of goods and services. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		ECONOMICS

PERFORMANCE EXPECTATION	3.16.	Identify how people use natural (renewable and nonrenewable), human, and capital resources to provide goods and services. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 2 - Work and Money Grade 3 - I Am a Consumer Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today
PERFORMANCE EXPECTATION	3.17.	Describe the relationship between scarcity and opportunity cost in economic decision-making. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
PERFORMANCE EXPECTATION	3.18.	Describe the importance of personal financial decision-making such as budgeting and saving. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer

STRAND		GRADE 3: THE AMERICAN STORY: PEOPLE, PLACES, AND PAPERS - Building on what students learned in grade 2 about our founding documents and system of government, this course continues to introduce students to major historical events, figures, symbols, and places related to the development and history of the United States of America. In grade 3, students examine the people, places, and papers in United States history that exemplify American ideals and fundamental values such as equality under the law, liberty, justice, and responsibility for the common good. Students will also focus on building their geographic knowledge of North America and the wider world, while further developing an understanding of how the environment affects its inhabitants.
TITLE		GEOGRAPHY

PERFORMANCE EXPECTATION	3.19.	Create and use maps and models with a key, scale, and compass with intermediate directions. Virtual Field Trips Grade 4 - Northeast
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PERFORMANCE EXPECTATION	3.20.	Describe the geographic features of places in the United States. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
PERFORMANCE EXPECTATION	3.21.	Interpret geographic features of the United States using a variety of tools such as different types of maps and photos. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
PERFORMANCE EXPECTATION	3.22.	Identify and locate the four hemispheres, equator, and prime meridian. Virtual Field Trips Grade 4 - West Region Geography
PERFORMANCE EXPECTATION	3.23.	Locate and describe the seven continents and five oceans. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms
PERFORMANCE EXPECTATION	3.24.	Describe the relative location of the United States. Virtual Field Trips Grade 4 - Northeast
PERFORMANCE EXPECTATION	3.25.	Describe why and how people in the United States have modified their environment. Virtual Field Trips Amazon Rainforest - Grades 2-5
PERFORMANCE EXPECTATION	3.26.	Compare and contrast basic land use and economic activities in urban, suburban, and rural environments. Virtual Field Trips Amazon Rainforest - Grades 2-5

PERFORMANCE EXPECTATION	3.27.	Describe the importance of conservation and preservation. Virtual Field Trips Grade 2 - Land and Water Around Us
PERFORMANCE EXPECTATION	3.28.	Describe how the regions of the United States vary culturally and economically. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 4 - Adopted: 2017

STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURE AND PROCESSES

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

PERFORMANCE EXPECTATION 4-LS1-2. Construct an explanation to describe how animals receive different types of information through their senses, process the information in their brains, and respond to the information in different ways.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION 4-ESS2-1. Plan and conduct investigations on the effects of water, ice, wind, and vegetation on the relative rate of weathering and erosion.

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

PERFORMANCE EXPECTATION	4-ESS2-3.	Ask questions that can be investigated and predict reasonable outcomes about how living things affect the physical characteristics of their environment.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today National Parks - Alaska & Hawaii The Sahara Desert

STRAND	LA.SC.4.	Science – Grade 4
TITLE	4-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from renewable and non-renewable resources and how 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

PERFORMANCE EXPECTATION	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.
		Virtual Field Trips Grade 3 - Geography of Our Communities

Louisiana Academic Standards

Social Studies

Grade: 4 - Adopted: 2022

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
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TITLE	4.1.	Create and use a chronological sequence of related events to compare developments and describe instances of change and continuity.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
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TITLE	4.3.	Explain connections between ideas, events, and developments in world history.
		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

TITLE	4.4.	Compare and contrast events and developments in world history.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.5.	Construct and express claims that are supported with relevant evidence from primary and/or secondary sources, content knowledge, and clear reasoning in order to:

PERFORMANCE EXPECTATION	4.5.a.	Demonstrate an understanding of social studies content.
		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

PERFORMANCE EXPECTATION	4.5.b.	Compare and contrast content and viewpoints.
		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

PERFORMANCE EXPECTATION	4.5.c.	Explain causes and effects. 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
TITLE	4.6.	Create and use geographic representations to locate and describe places and geographic characteristics, including hemispheres; landforms such as continents, oceans, rivers, mountains, and deserts; cardinal and intermediate directions; climate and environment. 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
TITLE	4.7.	Use geographic representations and historical information to explain how physical geography influenced the development of ancient civilizations and empires. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
TITLE	4.8.	Describe the origin and spread of major world religions as they developed throughout history. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Younger Grades)
TITLE	4.12.	Identify and explain the importance of the following key characteristics of civilizations: culture, specialization, infrastructure, stable food supply, government, technology, belief systems, writing, and social structure. 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 Jerusalem - Then and Now (Younger Grades)

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.13.	Describe the geographic, political, economic, and cultural structures of the ancient Near East.

PERFORMANCE 4.13.g. Describe the achievements of the ancient Israelites.

EXPECTATION

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.14.	Describe the geographic, political, economic, and cultural structures of ancient Egypt.

PERFORMANCE 4.14.a. Identify and locate geographic features of ancient Egypt, including the Mediterranean Sea, Red Sea, Nile River and Delta, and the Sahara Desert.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

PERFORMANCE 4.14.b. Explain the structure of ancient Egyptian society, including the relationships between groups of people and the role played by the pharaoh and enslaved people.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

PERFORMANCE 4.14.c. Explain Egyptian beliefs about the afterlife, the reasons for mummification, and the use of pyramids.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

PERFORMANCE 4.14.d. Describe the significance of key figures from ancient Egypt, including Queen Hatshepsut, Ramses the Great, and the significance of the discovery of Tutankhamun's tomb on the modern understanding of ancient Egypt.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

PERFORMANCE 4.14.e. Describe the achievements of ancient Egyptian civilization, including hieroglyphics, papyrus, and the pyramids and Sphinx at Giza.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

PERFORMANCE 4.14.f. Describe the cultural diffusion of ancient Egypt with surrounding civilizations through trade and conflict.

EXPECTATION

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.16.	Describe the geographic, political, economic, and cultural structures of ancient Greece.
PERFORMANCE EXPECTATION	4.16.a.	Identify and locate geographic features of ancient Greece, including the Mediterranean Sea, Athens, the Peloponnesian peninsula and Sparta. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.b.	Describe how the geographic features of ancient Greece, including its mountainous terrain and access to the Mediterranean Sea contributed to its organization into city-states and the development of maritime trade. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.c.	Describe the concept of the polis in Greek city-states, including the ideas of citizenship, civic participation, and the rule of law. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.d.	Explain the basic concepts of direct democracy and oligarchy. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.e.	Explain the characteristics of the major Greek city-states of Athens and Sparta, including status of women, approaches to education, type of government, and the practice of slavery. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.g.	Describe the polytheistic religion of ancient Greece. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.i.	Identify examples of ancient Greek architecture, including the Parthenon and the Acropolis. <u>Virtual Field Trips</u> Ancient Greece
PERFORMANCE EXPECTATION	4.16.j.	Identify Alexander the Great and explain how his conquests spread Hellenistic (Greek) culture. <u>Virtual Field Trips</u> Ancient Greece
STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.17.	Describe the geographic, political, economic, and cultural structures of ancient Rome.

PERFORMANCE EXPECTATION	4.17.a.	Identify and locate the geographic features of ancient Rome, including the Mediterranean Sea, Italian Alps, Rome, Italian Peninsula, and the Tiber River. Virtual Field Trips Ancient Rome Rome - The Eternal City
PERFORMANCE EXPECTATION	4.17.b.	Explain how the geographic location of ancient Rome contributed to its political and economic growth in the Mediterranean region and beyond. Virtual Field Trips Ancient Rome Rome - The Eternal City
PERFORMANCE EXPECTATION	4.17.c.	Describe the class system of ancient Rome, including the roles and rights of patricians, plebeians, and enslaved people in Roman society. Virtual Field Trips Ancient Rome
PERFORMANCE EXPECTATION	4.17.e.	Describe the characteristics of Julius Caesar's rule, including his role as dictator for life. Virtual Field Trips Ancient Rome
PERFORMANCE EXPECTATION	4.17.g.	Describe how innovations in engineering and architecture contributed to Roman expansion, including the role of: aqueducts, domes, arches, roads, bridges, and sanitation. Virtual Field Trips Ancient Rome

STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K-3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.18.	Describe the geographic, political, economic, and cultural structures of ancient China.

PERFORMANCE EXPECTATION	4.18.a.	Identify and locate geographic features of ancient China, including the Gobi Desert, Plateau of Tibet, Himalayan Mountains, Yangtze River, Pacific Ocean, and the Yellow River. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
PERFORMANCE EXPECTATION	4.18.b.	Describe the influence of geographic features on the origins of ancient Chinese civilization in the Yellow River Valley, and explain how China's geography helped create a unique cultural identity. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
PERFORMANCE EXPECTATION	4.18.c.	Describe problems prevalent in the time of Confucius and explain the concepts of filial piety (dutiful respect) and the Mandate of Heaven. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties

PERFORMANCE EXPECTATION	4.18.d.	Explain the significance of the unification of ancient China into the first Chinese empire by Qin Shi Huangdi. Virtual Field Trips Ancient China - Qin & Han Dynasties
PERFORMANCE EXPECTATION	4.18.e.	Describe how the size of ancient China made governing difficult and how early dynasties attempted to solve this problem, including the construction of the Grand Canal and the Great Wall. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
PERFORMANCE EXPECTATION	4.18.f.	Explain the major accomplishments of the Han Dynasty, including the magnetic compass, paper making, porcelain, silk, and woodblock printing. Virtual Field Trips Ancient China - Qin & Han Dynasties
PERFORMANCE EXPECTATION	4.18.g.	Describe how the desire for Chinese goods influenced the creation of The Silk Road and began a process of cultural diffusion throughout Eurasia. Virtual Field Trips Ancient China - Qin & Han Dynasties
STRAND		GRADE 4: THE ANCIENT WORLD - After building knowledge in grades K–3 about their community, parish, state, and nation, students are ready to expand their historical horizons and begin an exploration of the ancient and classical world. In grade 4, students are introduced to the story of human civilization and will examine key characteristics of society, government, and culture in the ancient Near East, Northern Africa, India, Greece, Rome, China, and the Americas.
TITLE	4.19.	Describe the geographic, political, and economic, and cultural structures of Indigenous civilizations of the Americas.
PERFORMANCE EXPECTATION	4.19.a.	Identify and locate geographic features in the Americas, including Mississippi River and Delta, Amazon River, the Pacific Ocean, Appalachian Mountains, Gulf of Mexico, Atlantic Ocean, South America, and the Yucatan Peninsula. Virtual Field Trips Ancient Mayan Civilization
PERFORMANCE EXPECTATION	4.19.b.	Describe the cultural elements among Indigenous communities in the Americas, including housing, clothing, games/entertainment, dance, and how food was gathered/caught and cooked. Virtual Field Trips Ancient Mayan Civilization
PERFORMANCE EXPECTATION	4.19.f.	Explain the major accomplishments of the Mayans, including advancements in astronomy, mathematics and the calendar, construction of pyramids, temples, and hieroglyphic writing. Virtual Field Trips Ancient Mayan Civilization
PERFORMANCE EXPECTATION	4.19.g.	Describe the influence of geographic features on the origins of the Mayan civilization and explain theories related to the abandonment of their cities. Virtual Field Trips Ancient Mayan Civilization

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

Louisiana Academic Standards
Science
Grade: 5 - Adopted: 2017

STRAND	LA.SC.5.	Science – Grade 5
TITLE	5-PS3.	MATTER AND ENERGY IN ORGANISMS AND ECOSYSTEMS

PERFORMANCE EXPECTATION 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

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

STRAND	LA.SC.5.	Science – Grade 5
TITLE	5-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

PERFORMANCE EXPECTATION 5-LS1-1. Ask questions about how air and water affect the growth of plants.

Virtual Field Trips
Grade 4 - Southwest Region Early Beginnings

STRAND	LA.SC.5.	Science – Grade 5
TITLE	5-LS2.	ECOSYSTEMS

PERFORMANCE EXPECTATION 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?

STRAND	LA.SC.5.	Science – Grade 5
TITLE	5-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION	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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PERFORMANCE EXPECTATION	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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STRAND	LA.SC.5.	Science – Grade 5
TITLE	5-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION	5-ESS3-1.	Generate and compare multiple solutions about ways individual communities can use science 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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Louisiana Academic Standards

Social Studies

Grade: 5 - Adopted: 2022

STRAND		GRADE 5: THE MEDIEVAL PERIOD TO THE EARLY MODERN WORLD - The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine: Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
TITLE	5.12.	Describe the origins, accomplishments, and geographic diffusion of the Renaissance as well as the historical developments of the Protestant Reformation and Scientific Revolution.

PERFORMANCE EXPECTATION	5.12.a.	Explain how the location of the Italian Peninsula affected the movement of resources, knowledge, and culture throughout Italy's independent trade cities. Virtual Field Trips Rome - The Eternal City
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PERFORMANCE EXPECTATION	5.12.b.	Identify the importance of Florence, Italy and the Medici Family in the early stages of the Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City
STRAND		GRADE 5: THE MEDIEVAL PERIOD TO THE EARLY MODERN WORLD - The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine: Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
TITLE	5.13.	Describe the geographic, political, economic, and cultural structures of Indigenous civilizations of the Americas.
PERFORMANCE EXPECTATION	5.13.a.	Identify and locate the geographic features of the Americas, including the Andes Mountains, Appalachian Mountains, Great Plains, Pacific Ocean Mountains, Gulf of Mexico, Rocky Mountains, Atlantic Ocean, Mississippi River, Amazon River, South America, Caribbean Sea, North America, Yucatan Peninsula, and the Central Mexican Plateau. <u>Virtual Field Trips</u> Ancient Mayan Civilization Grade 4 - West Region Early Beginnings
PERFORMANCE EXPECTATION	5.13.b.	Explain the effects of geographic features on Indigenous North American cultures (Northeast, Southeast, and Plains), including clothing, housing, and agriculture. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
PERFORMANCE EXPECTATION	5.13.c.	Describe the existence of diverse networks of Indigenous North American cultures, including varied languages, customs, and economic and political structures. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
STRAND		GRADE 5: THE MEDIEVAL PERIOD TO THE EARLY MODERN WORLD - The 5th grade builds on what students learned about ancient and classical civilizations in grade 4. In this course, students will examine: Medieval Europe and Africa, Aztec and Incan civilizations, the Renaissance and Reformation, the Age of Exploration, and the European conquest and colonization of the Americas. Students will also examine the growth in economic interactions among civilizations as well as the exchange of ideas, beliefs, technologies, and commodities.
TITLE	5.14.	Analyze the motivations for the movement of people from Europe to the Americas and describe the effects of exploration by Europeans.
PERFORMANCE EXPECTATION	5.14.b.	Identify the significance of the voyages and routes of discovery of the following explorers by their sponsoring country: England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama, Bartolomeu Dias; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, and Amerigo Vespucci. <u>Virtual Field Trips</u> Canada: Our Northern Neighbor Grade 4 - West Region Early Beginnings
PERFORMANCE EXPECTATION	5.14.f.	Explain how Spanish colonization introduced Christianity, the mission system, and the encomienda system to the Americas as well as the transition to African slavery. <u>Virtual Field Trips</u> Grade 4 - West Region Early Beginnings

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 6 - Adopted: 2017

STRAND	LA.SC.6.	Science – Grade 6
TITLE	6-MS-ESS1.	EARTH'S PLACE IN THE UNIVERSE

PERFORMANCE EXPECTATION 6-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?

STRAND	LA.SC.6.	Science – Grade 6
TITLE	6-MS-LS1.	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

PERFORMANCE EXPECTATION 6-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?

PERFORMANCE EXPECTATION 6-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?

Louisiana Academic Standards

Social Studies

Grade: 6 - Adopted: 2022

STRAND		GRADE 6: THE UNITED STATES AND LOUISIANA: BEGINNINGS THROUGH RATIFICATION - Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: British and French exploration and colonization, the development of the British thirteen colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution.
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TITLE	6.11.	Analyze the causes, course, and consequences of the American Revolution.
PERFORMANCE EXPECTATION	6.11.a.	Analyze the historical and religious factors that influenced the development of government in the United States, including those from ancient Greece; the Roman Republic; the Judeo-Christian tradition; English rule of law and the Magna Carta; Enlightenment philosophies; and the Great Awakening. Virtual Field Trips Ancient Greece
STRAND		GRADE 6: THE UNITED STATES AND LOUISIANA: BEGINNINGS THROUGH RATIFICATION - Beginning with the exploration of colonization of North America, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: British and French exploration and colonization, the development of the British thirteen colonies; French and Spanish Colonial Louisiana, the American Revolution, and the development and ratification of the U.S. Constitution.
TITLE	6.12.	Analyze the development of the U.S. political system through the ratification of the U.S. Constitution.
PERFORMANCE EXPECTATION	6.12.j.	Analyze the key principles of government established by the Constitution of the United States, including federalism (enumerated, reserved, and concurrent powers), individual rights, judicial review, limited government, popular sovereignty and consent of the governed, rule of law, separation of powers, and a system of checks and balances. Virtual Field Trips Washington, DC - Grades 6 - 8

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

Louisiana Academic Standards
Science
 Grade: 7 - Adopted: 2017

STRAND	LA.SC.7.	Science – Grade 7
TITLE	7-MS-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION 7-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

PERFORMANCE EXPECTATION 7-MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth causes patterns of atmospheric and oceanic circulation that determine regional climates.

Virtual Field Trips
 Galapagos Islands

STRAND	LA.SC.7.	Science – Grade 7
TITLE	7-MS-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION 7-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

STRAND	LA.SC.7.	Science – Grade 7
TITLE	7-MS-LS2.	ECOSYSTEMS: INTERACTIONS, ENERGY, AND DYNAMICS

PERFORMANCE EXPECTATION 7-MS-LS2-5. Undertake a design project that assists in maintaining diversity 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

PERFORMANCE EXPECTATION	7-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

Main Criteria: Louisiana Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Louisiana Academic Standards

Science

Grade: 8 - Adopted: 2017

STRAND	LA.SC.8.	Science – Grade 8
TITLE	8-MS-PS1.	MATTER AND ITS INTERACTIONS

PERFORMANCE EXPECTATION 8-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

STRAND	LA.SC.8.	Science – Grade 8
TITLE	8-MS-ESS2.	EARTH'S SYSTEMS

PERFORMANCE EXPECTATION 8-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

PERFORMANCE EXPECTATION 8-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

PERFORMANCE EXPECTATION 8-MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and sea floor structures to provide evidence of the past plate motions.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

STRAND	LA.SC.8.	Science – Grade 8
TITLE	8-MS-ESS3.	EARTH AND HUMAN ACTIVITY

PERFORMANCE EXPECTATION 8-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

PERFORMANCE EXPECTATION	8-MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing 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
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STRAND	LA.SC.8.	Science – Grade 8
TITLE	8-MS-LS1.	FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

PERFORMANCE EXPECTATION	8-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
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Louisiana Academic Standards

Social Studies

Grade: 8 - Adopted: 2022

STRAND		GRADE 8: THE UNITED STATES AND LOUISIANA: INDUSTRIAL AGE THROUGH THE MODERN ERA - Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.
TITLE	8.9.	Analyze the social, political, and economic changes that developed in the United States during the late nineteenth and early twentieth century.

PERFORMANCE EXPECTATION	8.9.g.	Describe important ideas and events of presidential administrations during the late 1800s and early 1900s, with emphasis on Theodore Roosevelt's administration and his support for trust busting, regulation, consumer protection laws, and conservation. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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STRAND		GRADE 8: THE UNITED STATES AND LOUISIANA: INDUSTRIAL AGE THROUGH THE MODERN ERA - Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.
TITLE	8.14.	Describe the causes, course, and consequences of World War II.

PERFORMANCE EXPECTATION	8.14.f.	Describe the roles and importance of key figures of World War II, including leaders from the United States (Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George Patton, Douglas MacArthur), Great Britain (Sir Winston Churchill), France (Charles de Gaulle), the Soviet Union (Joseph Stalin), Germany (Adolf Hitler), Italy (Benito Mussolini), and Japan (Michinomiya Hirohito, Hideki Tojo). Virtual Field Trips London - City of Pomp & Majesty
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STRAND		GRADE 8: THE UNITED STATES AND LOUISIANA: INDUSTRIAL AGE THROUGH THE MODERN ERA - Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.
TITLE	8.15.	Analyze causes, major events, and key leaders of the Civil Rights Movement from 1954 to 1968.

PERFORMANCE EXPECTATION 8.15.h. Explain the role and importance of key individuals and groups of the civil rights movement, including the Congress of Racial Equality (CORE), Dr. Martin Luther King Jr., Rosa Parks, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), Medgar Evers, Shirley Chisholm, Fannie Lou Hamer, and Malcolm X.

Virtual Field Trips

Washington, DC - Grades 6 - 8

STRAND		GRADE 8: THE UNITED STATES AND LOUISIANA: INDUSTRIAL AGE THROUGH THE MODERN ERA - Beginning with the Second Industrial Revolution, this course offers a chronological study of major events, issues, movements, individuals, and groups of people in the United States from a national and a Louisiana perspective. In this course, students will examine: the rise of the United States as an industrial and world power, World War I, the Great Depression, Huey P. Long, The Great Flood of 1927, World War II, the Cold War, the Civil Rights movement, and the modern era.
TITLE	8.16.	Explain the causes, course, and consequences of the Cold War.

PERFORMANCE EXPECTATION 8.16.c. Analyze Cold War crises and conflicts and how they contributed escalating tensions, including the Berlin Blockade and Airlift, Korean War, Suez Crisis, U-2 Incident, Cuban Missile Crisis, Bay of Pigs Invasion, Berlin Crisis of 1961, and Vietnam War, Soviet-Afghan War.

Virtual Field Trips

Exploring Cuba