

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: K - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.K-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	K-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

STRAND / TOPIC / STANDARD	NGSS.K-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	K-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Maryland College and Career-Ready Standards

Social Studies

Grade: K - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. Virtual Field Trips Grade 1 - Let's Learn About the Government
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Virtual Field Trips Grade 1 - Families and Neighbors Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Virtual Field Trips Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History
INDICATOR / PROFICIENCY LEVEL		Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. Virtual Field Trips Grade 1 - Life Long Ago Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?
INDICATOR / PROFICIENCY LEVEL		Freedom: What does it mean to be free?

OBJECTIVE		Students will examine the concept of freedom by:
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EXPECTATION		evaluating how people and institutions have the ability to restrict freedom by making rules in order to promote freedom, equality, and equity.
		<u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Being a responsible citizen includes knowing your role, rights, and responsibilities within a community and being able to identify individuals in a position of authority within a family, school, or community and their responsibilities. Responsible citizenship relies on our ability to view ourselves as a part of the larger civic community. Unit Question: What are the rights and responsibilities of people in a group, and those in authority?
INDICATOR / PROFICIENCY LEVEL		Conflict and compromise: Why do Americans use compromise to resolve conflicts?
OBJECTIVE		Students will examine the role of compromise by:

EXPECTATION		identifying that in the United States, individuals and groups have the ability to address problems in their community.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture. Unit Question: What makes my school community special?
INDICATOR / PROFICIENCY LEVEL		Place: What makes our school community's location special?
OBJECTIVE		Students will be able to explain how location makes their community special by:

EXPECTATION		identifying continents and oceans near and far from Maryland on maps and on a globe.
		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Personal identity is shaped by community. Location, families, schools, and institutions create and support the broader community culture. Unit Question: What makes my school community special?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How do movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:

EXPECTATION		identifying goods and ideas that make their community special and come from both near and far.
		<u>Virtual Field Trips</u> Grade 1 - All About Work

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources. Unit Question: How do choices impact us?
INDICATOR / PROFICIENCY LEVEL		Trade: Why do people trade?
OBJECTIVE		Students will analyze trade by:
EXPECTATION		identifying barter as a form of trade. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
EXPECTATION		explaining that people benefit when they trade voluntarily. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
EXPECTATION		describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Economic systems are created to address scarcity of resources. Economic thinking helps individuals and groups make decisions and allocate resources. Unit Question: How do choices impact us?
INDICATOR / PROFICIENCY LEVEL		Financial Literacy: How do people choose their jobs and careers?
OBJECTIVE		Students will analyze choices made regarding career paths by:
EXPECTATION		identifying jobs and careers in their community. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
EXPECTATION		inquiring about choices that were made in order for people in their community to have certain jobs and careers. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
EXPECTATION		identifying the personal characteristics and interests that are needed for certain jobs and careers. <u>Virtual</u> <u>Field</u> <u>Trips</u> Grade 1 - All About Work
STRAND / TOPIC / STANDARD		Unit 4: History

TOPIC / INDICATOR		Unit Enduring Understanding: Historians use tools to understand the past. Unit Question: What was school like in the past?
INDICATOR / PROFICIENCY LEVEL		Life in the Past: How is our school different today than in the past?
OBJECTIVE		Students will analyze life in the past by:

EXPECTATION	explaining how life today is similar and different than in the past using evidence from a variety of sources.
	Virtual Field Trips Grade 1 - Life Long Ago

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 1 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.1- LS.	LIFE SCIENCE
TOPIC / INDICATOR	1-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND / TOPIC / STANDARD	NGSS.1- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	1-ESS1.	Earth's Place in the Universe
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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

Maryland College and Career-Ready Standards

Social Studies

Grade: 1 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR /
PROFICIENCY
LEVEL Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Early Americans Grade 2 - Living Together Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	4.0.	Economics
INDICATOR / PROFICIENCY LEVEL		Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. Virtual Field Trips Grade 2 - Work and Money
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History
INDICATOR / PROFICIENCY LEVEL		Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		Unit 1: Civics

TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Community: How do communities help individuals and groups?
OBJECTIVE		Students will be able to explain the importance of community by:
EXPECTATION		identifying communities that are unique and common to students. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
EXPECTATION		recognizing the impact and contributions of their community leaders. Virtual Field Trips Grade 2 - Work and Money
EXPECTATION		analyzing celebrations that are shared by members of a school community. Virtual Field Trips Grade 1 - Families and Neighbors
EXPECTATION		identifying the benefits of being a part of a community. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Leadership: Why are leaders important?
OBJECTIVE		Students will be able to explain the importance of leaders by:
EXPECTATION		identifying leaders in the classroom, school, home, and community. Virtual Field Trips Grade 2 - Living Together Grade 2 - Work and Money
EXPECTATION		explaining the purpose and responsibilities of a leader to promote the common good. Virtual Field Trips Grade 2 - Living Together Grade 2 - Work and Money
EXPECTATION		describing the characteristics of a good leader. Virtual Field Trips Grade 1 - Let's Learn About the Government

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Cooperation: Why is it important that people work together toward a common goal?
OBJECTIVE		Students will be able to describe the importance of cooperation by:

EXPECTATION defining cooperation as the efforts made by a group of people to meet a common goal.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION analyzing examples of how cooperation helps accomplish tasks at home and school.

Virtual Field Trips

Grade 2 - Living Together

EXPECTATION identifying common goals of the school community.

Virtual Field Trips

Grade 1 - Families and Neighbors

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Problem Solving: How do communities work together to solve problems?
OBJECTIVE		Students will analyze community problem solving by:

EXPECTATION analyzing a community problem and create potential solutions for the common good.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION identifying how multiple perspectives in a community can complicate conflict resolution.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION applying the key steps of the voting process including the nomination of ideas, the discussion of those ideas, and the voting for selection of those ideas.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

EXPECTATION		voting on possible solutions for community problems. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Rules, leaders, responsibilities, and symbols help us shape and demonstrate our citizenship. Unit Question: How can I be a responsible citizen?
INDICATOR / PROFICIENCY LEVEL		Civic Engagement: Why is it important to be civically engaged?
OBJECTIVE		Students will be able to explain the importance of civic engagement by:
EXPECTATION		defining civic engagement as being an active learner and participating in the community. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
EXPECTATION		identifying how students can be civically engaged in the classroom, home, school, and community. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
EXPECTATION		describing how people impact their community by being civically engaged. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?
INDICATOR / PROFICIENCY LEVEL		Place: What makes our school community's location unique?
OBJECTIVE		Students will be able to explain how location makes their community unique by:
EXPECTATION		identifying continents and oceans near and far from Maryland on maps and globe. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
STRAND / TOPIC / STANDARD		Unit 2: Geography

TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?
INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How do movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:

EXPECTATION identifying goods and ideas in their community that come from both near and far.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Communities are shaped by wants and needs. Unit Question: How does the economy impact you and your community?
INDICATOR / PROFICIENCY LEVEL		Scarcity: Why can't we have everything we want in school?
OBJECTIVE		Students will analyze the role of scarcity in their life by:

EXPECTATION explaining why limited productive resources create scarcity.

Virtual Field Trips

Grade 2 - Work and Money

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Communities are shaped by wants and needs. Unit Question: How does the economy impact you and your community?
INDICATOR / PROFICIENCY LEVEL		Trade: Why do people trade goods and services?
OBJECTIVE		Students will analyze trade by:

EXPECTATION identifying goods and services that are provided by a school and local businesses.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION identifying barter as a form of trade.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION explaining that people benefit when they trade voluntarily.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

EXPECTATION	describing times when they have traded, the goods or services that were exchanged, and the benefit they got from the trade.
	<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

STRAND / TOPIC / STANDARD	Unit 3: Economics
TOPIC / INDICATOR	Unit Enduring Understanding: Communities are shaped by wants and needs. Unit Question: How does the economy impact you and your community?
INDICATOR / PROFICIENCY LEVEL	Decision Making: How can people make good decisions?
OBJECTIVE	Students will analyze decision making by:

EXPECTATION determining that people make choices because of limited resources.

Virtual Field Trips
Grade 2 - Work and Money

STRAND / TOPIC / STANDARD	Unit 3: Economics
TOPIC / INDICATOR	Unit Enduring Understanding: Communities are shaped by wants and needs. Unit Question: How does the economy impact you and your community?
INDICATOR / PROFICIENCY LEVEL	Personal Finance: Why do people borrow goods and services?
OBJECTIVE	Students will analyze borrowing and lending by:

EXPECTATION explaining potential risks and benefits associated with lending and borrowing.

Virtual Field Trips
Grade 1 - All About Work

EXPECTATION explaining the importance of paying back borrowed goods and services to the lender.

Virtual Field Trips
Grade 1 - All About Work

STRAND / TOPIC / STANDARD	Unit 4: History
TOPIC / INDICATOR	Unit Enduring Understanding: Historians use tools to understand the past. Unit Question: What was school like in the past?
INDICATOR / PROFICIENCY LEVEL	Life in the Past: How is our school different today than in the past?
OBJECTIVE	Students will analyze life in the past by:

EXPECTATION

explaining how life today is similar and different than in the past using evidence from a variety of sources.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 2 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.2- LS.	LIFE SCIENCE
TOPIC / INDICATOR	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.2- LS.	LIFE SCIENCE
TOPIC / INDICATOR	2-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.2- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	2-ESS1.	Earth's Place in the Universe
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND / TOPIC / STANDARD	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	2-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. Virtual Field Trips Grade 3 - Geography of Our Communities
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OBJECTIVE	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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OBJECTIVE	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
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Maryland College and Career-Ready Standards

Social Studies

Grade: 2 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	4.0.	Economics
INDICATOR / PROFICIENCY LEVEL		Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
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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

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities. Unit Question: How can you support your community?
INDICATOR / PROFICIENCY LEVEL		Common Good: Why are decisions made on behalf of the common good?
OBJECTIVE		Students will analyze the role of the common good by:

EXPECTATION	defining equality as the same freedoms that are held by all people.
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Virtual Field Trips

Grade 3 - How Government Helps Our Communities

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities. Unit Question: How can you support your community?
INDICATOR / PROFICIENCY LEVEL		Government: Why do some people have power and authority over others in a democracy?
OBJECTIVE		Students will analyze democracy by:

EXPECTATION	identifying that leaders in a democracy address the wants and needs of the people they serve.
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Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

EXPECTATION	exploring governing powers at home, school and the community.
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Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

EXPECTATION	contrasting challenges governing powers face based on where they are located, and the resources that are available to them. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
EXPECTATION	exploring the tool of voting as a part of civic life that Americans use to participate in government and select people in power. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STRAND / TOPIC / STANDARD	Unit 1: Civics
TOPIC / INDICATOR	Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities. Unit Question: How can you support your community?
INDICATOR / PROFICIENCY LEVEL	Democracy: What is a democracy?
OBJECTIVE	Students will understand democratic ideals by:
EXPECTATION	identifying the communities in which they belong are democratic and those that are not. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
EXPECTATION	recognizing how democratic symbols represent American values. 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
EXPECTATION	explaining what makes the United States a democratic community. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
EXPECTATION	identifying the local, state, and federal levels of government. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: People are part of multiple communities and their choices impact each of those communities. Unit Question: How can you support your community?
INDICATOR / PROFICIENCY LEVEL		Civic Engagement: How can people be civically engaged?
OBJECTIVE		Students will analyze responsible civic engagement by:

EXPECTATION describing characteristics of good citizenship through historic figures and ordinary citizens.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

EXPECTATION explaining how participating in civic activities engages citizens with their communities.

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

EXPECTATION identifying civic engagement activities on the local, state and national level.

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

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?
INDICATOR / PROFICIENCY LEVEL		Place: What makes our school community's location unique?
OBJECTIVE		Students will be able to explain how location makes their community unique by:

EXPECTATION identifying continents and oceans near and far from Maryland on maps and globe.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND / TOPIC / STANDARD		Unit 2: Geography
TOPIC / INDICATOR		Unit Enduring Understanding: Geographic tools can be used in order to identify locations, describe places in the world, and explain the movement of people, goods, and ideas. Unit Question: How do geographic tools help people understand where they live in the world?

INDICATOR / PROFICIENCY LEVEL		Movement of People, Goods and Ideas: How does the movement of goods and ideas influence the growth of a community?
OBJECTIVE		Students will describe how transportation and communication link people and places by the movement of goods and ideas by:

EXPECTATION identifying goods and ideas in their community that come from both near and far.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL		Producers: How do individuals and groups produce goods and services?
OBJECTIVE		Students will analyze producers by:

EXPECTATION explaining how producers and consumers use natural, capital and human resources.

Virtual Field Trips

Grade 3 - Businesses At Work

EXPECTATION connecting the goods and services that are produced by local businesses and government to address the wants and needs of their community.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

EXPECTATION explaining how goods and services have changed over time.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

STRAND / TOPIC / STANDARD		Unit 3: Economics
TOPIC / INDICATOR		Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL		Consumers: How do consumers make decisions?
OBJECTIVE		Students will analyze consumer by:

EXPECTATION explaining that because of scarcity, people must make choices about what they consume.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

EXPECTATION	differentiating between goods and services.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	identifying opportunity cost and trade-offs as the result of choices.
	Virtual Field Trips Grade 3 - I Am a Consumer
EXPECTATION	determining how consumers acquire goods and services.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	Unit 3: Economics
TOPIC / INDICATOR	Unit Enduring Understanding: Because of scarcity, people must make choices that involve trade-offs and consequences. Unit Question: How are people impacted by the economy?
INDICATOR / PROFICIENCY LEVEL	Personal Finance: How do consumers make financial decisions?
OBJECTIVE	Students will describe an economy by:
EXPECTATION	explaining how available resources, wants, and needs influence family decisions.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	identifying how people earn money.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	describing situations in which saving is necessary.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
EXPECTATION	explaining the meaning and purpose of taxes.
	Virtual Field Trips Grade 2 - Work and Money

EXPECTATION	developing a spending and saving plan including income and expenses.
	Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
STRAND / TOPIC / STANDARD	Unit 4: History
TOPIC / INDICATOR	Unit Enduring Understanding: Students will be able to explain how historians use tools to understand the past. Unit Question: What was life like in the past?
INDICATOR / PROFICIENCY LEVEL	Context: How does when we live influence how we think?
OBJECTIVE	Students will analyze change over time by:

EXPECTATION analyzing events from the past using evidence that includes the voice of the people involved in the event.

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

EXPECTATION analyzing the role that time, place, and surrounding events have on influencing how people interpret the present and past.

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

STRAND / TOPIC / STANDARD	Unit 4: History
TOPIC / INDICATOR	Unit Enduring Understanding: Students will be able to explain how historians use tools to understand the past. Unit Question: What was life like in the past?
INDICATOR / PROFICIENCY LEVEL	Life in the Past: How is life different today than in the past?
OBJECTIVE	Students will analyze life in the past by:

EXPECTATION comparing images and text descriptions of the past with today.

Virtual Field Trips
 Grade 1 - Life Long Ago
 Grade 2 - Early Americans
 Grade 3 - The First Americans

EXPECTATION explaining how life today is similar and different than in the past using evidence from a variety of sources.

Virtual Field Trips
 Grade 1 - Life Long Ago
 Grade 2 - Early Americans
 Grade 3 - The First Americans

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 3 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.3- LS.	LIFE SCIENCE
TOPIC / INDICATOR	3-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	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?

OBJECTIVE	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

OBJECTIVE	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change.
		Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	3-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.
		Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography

OBJECTIVE	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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STRAND / TOPIC / STANDARD	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	3-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
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Virtual Field Trips
Grade 3 - Geography of Our Communities

Maryland College and Career-Ready Standards

Social Studies

Grade: 3 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society.
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Virtual Field Trips
Grade 2 - Our Government At Work
Grade 3 - How Government Helps Our Communities

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Washington, DC - Grades K - 5
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography
INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - 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 How Coral Reefs Are Formed Paris - City of Light - Grades K - 5 The Sahara Desert Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	4.0.	Economics

INDICATOR / PROFICIENCY LEVEL		Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
		Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL		Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
		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 Rome - The Eternal City Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		Unit 1: Civics
TOPIC / INDICATOR		Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL		Civic Virtues: What virtues are important for living together in a democracy?
OBJECTIVE		Students will analyze civic virtue by:

EXPECTATION	explaining how democracy relies on engagement including voting and volunteering in civic organizations.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money

EXPECTATION	interacting with local civic and/or community leaders.
	Virtual Field Trips Grade 2 - Work and Money

EXPECTATION	examining the principles expressed in the Declaration of Independence and U.S. Constitution.
	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 / TOPIC / STANDARD	Unit 1: Civics
TOPIC / INDICATOR	Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL	Democratic Government: What does democracy look like in the United states?
OBJECTIVE	Students will analyze the local, state, and national levels of government by:
EXPECTATION	defining the legislative, executive, and judicial branches of government.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
EXPECTATION	comparing the responsibilities of local, state, and national government.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
EXPECTATION	identifying the leaders of local, state, and national government in various branches of government.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
EXPECTATION	determining the importance of voting in democratic government.
	Virtual Field Trips Grade 2 - Our Government At Work
STRAND / TOPIC / STANDARD	Unit 1: Civics
TOPIC / INDICATOR	Unit Enduring Understanding: Individuals and groups have the ability to positively impact their communities. Unit Question: How can we make a difference in our community?
INDICATOR / PROFICIENCY LEVEL	Informed Action: How can I contribute to my community?
OBJECTIVE	Students will address local community issues by:

EXPECTATION	explaining the importance of civic participation in their community.
	Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
EXPECTATION	examining a current issue on the local, state, and national level and its impact on their community.
	Virtual Field Trips Grade 2 - Work and Money
EXPECTATION	analyzing ways of influencing local, state, and/or national governments to address a current issue.
	Virtual Field Trips Grade 2 - Work and Money
EXPECTATION	identifying individuals and groups who share a common concern for addressing a current issue on the state, local, and/or national level.
	Virtual Field Trips Grade 2 - Work and Money
EXPECTATION	developing a plan for effectively organizing and communicating a plan for addressing a current issue.
	Virtual Field Trips Grade 2 - Work and Money
EXPECTATION	implementing an informed civic action plan on a current issue.
	Virtual Field Trips Grade 2 - Work and Money

STRAND / TOPIC / STANDARD		Unit 3: History
TOPIC / INDICATOR		Unit Enduring Understanding: Cultures of the past have influenced the way we live today. Unit Question: How have cultures from the past influenced the present?
INDICATOR / PROFICIENCY LEVEL		Cultural Change Over Time: How did people live in the past?
OBJECTIVE		Students will analyze early regional cultural groups by:

EXPECTATION	comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment.
	Virtual Field Trips African Safari Exploring Cuba Galapagos Islands Grade 3 - A Country of Cultures Grade 4 - Northeast Paris - City of Light - Grades K - 5 Rome - The Eternal City

EXPECTATION	contrasting the lives of early European explorers, colonists, indentured servants, and enslaved Africans.
	Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC / STANDARD	Unit 3: History
TOPIC / INDICATOR	Unit Enduring Understanding: Cultures of the past have influenced the way we live today. Unit Question: How have cultures from the past influenced the present?
INDICATOR / PROFICIENCY LEVEL	How did early groups influence how we live today?
OBJECTIVE	Students will analyze influences of early cultural groups by:
EXPECTATION	analyzing photographs, images, and text from the past to learn about key historical figures. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Washington, DC - Grades K - 5
EXPECTATION	interpreting evidence of the past to make claims about how individuals and groups shaped their region. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Early Americans Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
EXPECTATION	developing and implementing informed action plans for communicating and expressing claims about the region's historical influences. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 4 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.4- PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	4-PS4.	Waves and their Applications in Technologies for Information Transfer
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

STRAND / TOPIC / STANDARD	NGSS.4- LS.	LIFE SCIENCE
TOPIC / INDICATOR	4-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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?

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

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.4- ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	4-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	4-ESS2-1.	Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STRAND / TOPIC / STANDARD	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	4-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert
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OBJECTIVE	4-ESS3-2.	Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. Virtual Field Trips Grade 3 - Geography of Our Communities
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Maryland College and Career-Ready Standards

Social Studies

Grade: 4 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	1.0.	Civics

INDICATOR / PROFICIENCY LEVEL	Students shall inquire about the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning in order to become informed, responsible citizens, engage in the political process, and contribute to society. Virtual Field Trips Grade 3 - How Government Helps Our Communities	
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STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	2.0.	Peoples of the Nations and World
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INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Virtual Field Trips

Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
Grade 3 - A Country of Cultures
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Today
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography
Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Virtual Field Trips

African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Ancient China - Qin & Han Dynasties
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
Grade 3 - Geography of Our Communities
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 Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Landforms
Grade 4 - West Region Today
How Coral Reefs Are Formed
London - City of Pomp & Majesty
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Paris - City of Light - Grades K - 5
The Sahara Desert
Tokyo - City of Contrasts
Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD		State Social Studies Standards
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TOPIC / INDICATOR	4.0.	Economics
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INDICATOR /
PROFICIENCY
LEVEL

Students will inquire about decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

Virtual Field Trips

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR /
PROFICIENCY
LEVEL

Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

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

Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?
INDICATOR / PROFICIENCY LEVEL		Native Cultures: How does where you live influence the way you view the world?
OBJECTIVE		Students will evaluate the impact of geography on cultural development and interaction by:

EXPECTATION	comparing how societies in the Americas, Western Europe, and Western Africa have shaped and been shaped by their culture and environment. Virtual Field Trips African Safari Barcelona Exploring Cuba Galapagos Islands Grade 3 - A Country of Cultures Grade 4 - Northeast London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Rome - The Eternal City
EXPECTATION	examining how American Indians traded, exchanged, gifted, and negotiated the purchase of goods, foods, technologies, domestic animals, ideas, and cultural practices with one another. Virtual Field Trips Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
EXPECTATION	explaining how societies in the Americas, Western Europe, and Western Africa increasingly interacted after 1450. Virtual Field Trips Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STRAND / TOPIC / STANDARD	Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR	Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?
INDICATOR / PROFICIENCY LEVEL	Exploration: Why do people explore?
OBJECTIVE	Students will evaluate the motivations for European exploration by:
EXPECTATION	identifying the push/pull factors that led to European exploration and colonization. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
EXPECTATION	explaining geographic factors that influenced European exploration. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STRAND / TOPIC / STANDARD	Unit 1: Worlds Collide (1450 – 1650)
TOPIC / INDICATOR	Unit Enduring Understanding: Economic wants and needs drive exploration and promotes change. Unit Question: How does exploration change people and the environment?

INDICATOR / PROFICIENCY LEVEL		Impact of European Exploration: Is exploration good for all?
OBJECTIVE		Students will evaluate the impact of exploration on various groups by:
EXPECTATION		comparing and contrasting the cultures of the European settlers and American Indian tribes. Virtual Field Trips Grade 3 - The First Americans

EXPECTATION		evaluating early interactions between European and American Indians from multiple perspectives. Virtual Field Trips Grade 3 - The First Americans
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EXPECTATION		assessing the economic and geographic outcomes of European exploration in North America and Maryland. Virtual Field Trips Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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STRAND / TOPIC / STANDARD		Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others. Unit Question: Who does colonialism benefit?
INDICATOR / PROFICIENCY LEVEL		Early Settlements: How did the pursuit of freedom lead to conflict?
OBJECTIVE		Students will compare Maryland's colonial experience with other colonies by:
EXPECTATION		examining motivations for European settlement in North America. Virtual Field Trips Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

EXPECTATION		comparing and contrasting the factors that led to success and failure in Jamestown, Plymouth, St. Augustine, and St. Mary's City. Virtual Field Trips Grade 3 - The First Americans
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STRAND / TOPIC / STANDARD		Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others. Unit Question: Who does colonialism benefit?
INDICATOR / PROFICIENCY LEVEL		Colonial Regions: How does where you live, impact how you live?
OBJECTIVE		Students will compare how geography influenced culture and economic development by:

EXPECTATION	analyzing how geography impacted the development of the American colonies.
	Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

EXPECTATION	comparing human, capital, and natural resources of colonial regions.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

EXPECTATION	explaining how colonization resulted in conflict, loss of life, disruption of tradition, loss of lands, and resistance by American Indians.
	Virtual Field Trips Grade 3 - The First Americans

STRAND / TOPIC / STANDARD		Unit 2: Resistance, Colonization, and European Expansion in North America (1500 – 1650)
TOPIC / INDICATOR		Unit Enduring Understanding: Colonization benefited specific groups of people at the expense of others. Unit Question: Who does colonialism benefit?
INDICATOR / PROFICIENCY LEVEL		Definitions of Freedom: What causes people to deny freedoms to others?
OBJECTIVE		Students will analyze the methods and motivations by which freedom was granted or denied for various groups in Colonial North America:

EXPECTATION	analyzing how the institution of race-based slavery started with indigenous people and expanded by forcing Africans to come to the Americas.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

EXPECTATION	explaining how the enslaved experience differed from place to place.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

EXPECTATION	analyzing how forms of slavery have existed over time and how people across multiple locations and time have sought freedom.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

STRAND / TOPIC / STANDARD		Unit 3: American Revolution (1750 – 1789)
TOPIC / INDICATOR		Unit Enduring Understanding: When governments do not meet the needs or wants of the governed, people revolt. Unit Question: Did the revolution achieve life, liberty, and the pursuit of happiness for all?
INDICATOR / PROFICIENCY LEVEL		Events Leading to the American Revolution: What causes revolution?
OBJECTIVE		Students will analyze causes of the Revolution by:

EXPECTATION	identifying the impact of taxation without representation on various groups.
	Virtual Field Trips Grade 3 - The First Americans
EXPECTATION	evaluating how new religious and political thinking empowered individuals to question royal authority and increased a spirit of independence.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
EXPECTATION	analyzing the variety of colonial responses to British laws imposed after the French and Indian War.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STRAND / TOPIC / STANDARD	Unit 3: American Revolution (1750 – 1789)
TOPIC / INDICATOR	Unit Enduring Understanding: When governments do not meet the needs or wants of the governed, people revolt. Unit Question: Did the revolution achieve life, liberty, and the pursuit of happiness for all?
INDICATOR / PROFICIENCY LEVEL	Declaration of Independence: Did the Declaration of Independence unite or divide Americans?
OBJECTIVE	Students will analyze reactions to the Declaration of Independence by:
EXPECTATION	identifying the British injustices outlined in the Declaration of Independence and the principles of government proposed to resolve those injustices.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
EXPECTATION	assessing the challenges for future generations to expand the freedoms expressed in the Declaration of Independence.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
EXPECTATION	contrasting colonial and British reactions to the Declaration of Independence.
	Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 5 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.5-PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	5-PS3.	Energy
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.5-LS.	LIFE SCIENCE
TOPIC / INDICATOR	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	5-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	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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OBJECTIVE	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 / TOPIC / STANDARD	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	5-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
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Maryland College and Career-Ready Standards

Social Studies

Grade: 5 - Adopted: 2020

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Virtual Field Trips

Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Today
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Geography
Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Virtual Field Trips

African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
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
How Coral Reefs Are Formed
London - City of Pomp & Majesty
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Paris - City of Light - Grades K - 5
The Sahara Desert
Tokyo - City of Contrasts
Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL	Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.
	Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome 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 Today Rome - The Eternal City Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD	Unit 1: Development of American Government (1780 –1789)
TOPIC / INDICATOR	Unit Enduring Understanding: The Constitution establishes the rules, virtues, and organization of the United States government. Unit Question: Why do we limit the power of government?
INDICATOR / PROFICIENCY LEVEL	Conflicts and Compromises at the Constitutional Convention: How and why is power distributed in the United States Constitution?

OBJECTIVE	Students will examine the distribution of power in the United States Constitution by:
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EXPECTATION	evaluating the principles of separation of powers and checks and balances.
	Virtual Field Trips Washington, DC - Grades K - 5

EXPECTATION	identifying scope of powers within branches and levels of government.
	Virtual Field Trips Washington, DC - Grades K - 5

EXPECTATION	distinguishing the powers and responsibilities of government on the federal, state, and local levels.
	Virtual Field Trips Washington, DC - Grades K - 5

STRAND / TOPIC / STANDARD	Unit 2: Challenges of a New and Expanding Nation (1800 – 1900)
TOPIC / INDICATOR	Unit Enduring Understanding: The Civil War demonstrated that the Constitution is a living document. Unit Question: How did the Civil War challenge and change the Constitution?
INDICATOR / PROFICIENCY LEVEL	Conflicts over Slavery and the Civil War: How did conflicts over slavery result in the Civil War?
OBJECTIVE	Students will identify slavery as the central cause of the Civil War by:

EXPECTATION	contrasting the role of slavery in the North and South as it defined their distinct and interdependent economies and culture.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

EXPECTATION	evaluating how the Supreme Court, federal law, and individual action increased the conflict over slavery.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

STRAND / TOPIC / STANDARD		Unit 2: Challenges of a New and Expanding Nation (1800 – 1900)
TOPIC / INDICATOR		Unit Enduring Understanding: The Civil War demonstrated that the Constitution is a living document. Unit Question: How did the Civil War challenge and change the Constitution?
INDICATOR / PROFICIENCY LEVEL		Aftermath of the Civil War: How did the conclusion of the Civil War affect the United States (North and South) and Maryland?
OBJECTIVE		Students will evaluate the effects of the Civil War by:

EXPECTATION	explaining the economic, political, and social impact of the war in the North, the South, and in Maryland.
	Virtual Field Trips Grade 4 - Southeast Region of the U.S.

STRAND / TOPIC / STANDARD		Unit 3: U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)
TOPIC / INDICATOR		Unit Enduring Understanding: Americans continue to contest, uphold, and redefine freedom, citizenship, and rights. Unit Question: What does it mean to be living and learning in the “the land of the free?”
INDICATOR / PROFICIENCY LEVEL		Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights: How has government evolved to expand the meaning of “We the People”?
OBJECTIVE		Students will evaluate civil rights in Maryland and the United States by:

EXPECTATION	analyzing methods used by individuals and/or groups throughout the 20th century to contribute to the advancement of civil rights for all people.
	Virtual Field Trips Washington, DC - Grades K - 5

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 6 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

STRAND / TOPIC / STANDARD	NGSS.MS-LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

How Coral Reefs Are Formed

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

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

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

Virtual Field Trips

Who Lives On a Coral Reef?

STRAND / TOPIC / STANDARD	NGSS.MS-LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics

INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:
OBJECTIVE	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?
OBJECTIVE	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?
OBJECTIVE	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?
OBJECTIVE	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE

TOPIC / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
OBJECTIVE	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
OBJECTIVE	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
OBJECTIVE	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
OBJECTIVE	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands

STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
OBJECTIVE	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
OBJECTIVE	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?
OBJECTIVE	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?

Maryland College and Career-Ready Standards

Social Studies

Grade: 6 - Adopted: 2023

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Washington, DC - Grades 6 - 8
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR / PROFICIENCY LEVEL		Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba How Coral Reefs Are Formed London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 The Sahara Desert Tokyo - City of Contrasts Who Lives On a Coral Reef?
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STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL		Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City Washington, DC - Grades 6 - 8
STRAND / TOPIC / STANDARD		Unit 1: Geographic Thinking
TOPIC / INDICATOR		Unit Enduring Understanding: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. Unit Question: How would a geographer interpret Earth and the land now called the United States?
INDICATOR / PROFICIENCY LEVEL		Geographic Understandings (2000 – present): Why study Earth and the people who live on it?
OBJECTIVE		Students will analyze geography as a tool for learning about the past, present, and planning for future by:
EXPECTATION		Analyzing how the physical and human attributes or characteristics of a location make areas unique. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 The Sahara Desert Tokyo - City of Contrasts
EXPECTATION		Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties

EXPECTATION	Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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EXPECTATION	Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs. 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
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE): Why do complex societies emerge?
OBJECTIVE		Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:

EXPECTATION	Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements. 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 Mayan Civilization
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EXPECTATION	Evaluating the role of human interactions with the environment in the progression of early complex societies. 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 Mayan Civilization
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		Industrialization and Urbanization (1800s CE – 2000s CE): Are industrialization and urbanization good for everyone?
OBJECTIVE		Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:

EXPECTATION		Identifying the geographic factors that led to societies becoming industrialized and urbanized. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Early State Formation (3100 BCE–500 CE): How is power lost and gained?
OBJECTIVE		Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:

EXPECTATION		Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
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EXPECTATION		Analyzing the motivations for territorial expansion among early complex societies. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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EXPECTATION		Analyzing how power shifts from one authority to another. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization
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STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Authoritarian Regimes (2000 CE – today): Can authoritarian regimes survive in the 21st century?
OBJECTIVE		Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:

EXPECTATION	Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.
	Virtual Field Trips Ancient China - Shang & Zhou Dynasties

EXPECTATION	Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.
	Virtual Field Trips Ancient China - Shang & Zhou Dynasties

STRAND / TOPIC / STANDARD	Unit 4: Movement of Pathogens and Ideas
TOPIC / INDICATOR	Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. Unit Question: How can the movement of ideas and the spread of disease create change?
INDICATOR / PROFICIENCY LEVEL	The Movement of Faith (600 BCE-1000 CE): How do religious systems move and spread?
OBJECTIVE	Students will evaluate the global movement of religion and its impacts by:

EXPECTATION	Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.
	Virtual Field Trips Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)

EXPECTATION	Analyzing how trade, war, and other factors facilitate the spread of religions.
	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 (Older Grades)

EXPECTATION	Evaluating how religions influenced human communities and the formation of societies and empires.
	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 (Older Grades)

STRAND / TOPIC / STANDARD	Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR	Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL	Networks of Exchange (1200 CE-1450 CE): Is trade worth it?

OBJECTIVE		Students will investigate how regional control of resources promoted regional and global trade among complex societies by:
EXPECTATION		Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe. Virtual Field Trips Ancient China - Qin & Han Dynasties
EXPECTATION		Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes. Virtual Field Trips Ancient China - Qin & Han Dynasties
EXPECTATION		Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice. Virtual Field Trips Ancient China - Qin & Han Dynasties
STRAND / TOPIC / STANDARD		Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL		Centralized Planning in the Twentieth Century (1900 CE-2000 CE): How did centrally planned economies connect and divide people?
OBJECTIVE		Students will investigate how centrally planned economies impacted regional and global relationships by:
EXPECTATION		Identifying the principles of communism and socialism. Virtual Field Trips Exploring Cuba
STRAND / TOPIC / STANDARD		Unit 7: Place and Region
TOPIC / INDICATOR		Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL		Pre-Columbian Civilizations in the Americas (250 CE-1600 CE): Does where you live determine how you live?
OBJECTIVE		Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:
EXPECTATION		Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations. Virtual Field Trips Ancient Mayan Civilization
EXPECTATION		Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations. Virtual Field Trips Ancient Mayan Civilization

EXPECTATION	Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.
	Virtual Field Trips Ancient Mayan Civilization
STRAND / TOPIC / STANDARD	Unit 7: Place and Region
TOPIC / INDICATOR	Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL	Tokugawa Shogunate (1600 CE-1868 CE): How do geographic features influence the distribution of power?
OBJECTIVE	Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:
EXPECTATION	Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism.
	Virtual Field Trips Tokyo - City of Contrasts
EXPECTATION	Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire.
	Virtual Field Trips Tokyo - City of Contrasts
EXPECTATION	Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate.
	Virtual Field Trips Tokyo - City of Contrasts

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 7 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.MS- PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.MS- LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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

STRAND / TOPIC / STANDARD	NGSS.MS- LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

OBJECTIVE	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
OBJECTIVE	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
OBJECTIVE	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:
OBJECTIVE	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
OBJECTIVE	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

OBJECTIVE	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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OBJECTIVE	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
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OBJECTIVE	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands
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STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	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
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OBJECTIVE	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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OBJECTIVE	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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OBJECTIVE	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		

Maryland College and Career-Ready Standards

Social Studies

Grade: 7 - Adopted: 2023

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR / PROFICIENCY LEVEL

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Virtual Field Trips
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba
Washington, DC - Grades 6 - 8

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR / PROFICIENCY LEVEL

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient China - Qin & Han Dynasties
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
London - City of Pomp & Majesty
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Paris - City of Light - Grades 6 - 8
Tokyo - City of Contrasts

STRAND / TOPIC / STANDARD		State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR / PROFICIENCY LEVEL		Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City Washington, DC - Grades 6 - 8
STRAND / TOPIC / STANDARD		Unit 1: Geographic Thinking
TOPIC / INDICATOR		Unit Enduring Understanding: Geographers ask questions about movement, place and region, human systems, and human interaction with the environment to interpret the world we live in. Unit Question: How would a geographer interpret Earth and the land now called the United States?
INDICATOR / PROFICIENCY LEVEL		Geographic Understandings (2000 – present): Why study Earth and the people who live on it?
OBJECTIVE		Students will analyze geography as a tool for learning about the past, present, and planning for future by:

EXPECTATION Analyzing how the physical and human attributes or characteristics of a location make areas unique.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

EXPECTATION Analyzing how people, goods, and ideas move across the planet through immigration, emigration, and other mechanisms.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

EXPECTATION	Compare how humans recognize geographic limitations and strengths and create economic, social, political, cultural, and religious structures that connect and divide people across location, region, and the globe. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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EXPECTATION	Identifying how humans adapt, exploit, and manipulate the environment to meet wants and needs. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		The Neolithic Revolution and River Valley Civilizations (12,000 BCE-450 BCE): Why do complex societies emerge?
OBJECTIVE		Students will analyze how the regional and local growth of early complex societies emerged from humans adapting to, modifying, and exploiting their environment by:

EXPECTATION	Comparing and contrasting how early complex societies in Africa, Asia, and the Americas interacted with the environment to create thriving settlements. 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 Mayan Civilization
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EXPECTATION	Evaluating the role of human interactions with the environment in the progression of early complex societies. 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 Mayan Civilization
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STRAND / TOPIC / STANDARD		Unit 2: Human Interaction with the Environment
TOPIC / INDICATOR		Unit Enduring Understanding: Humans adapt to, modify, protect, and exploit the environment. Unit Question: Why do humans adapt to, modify, protect, and exploit their environments?
INDICATOR / PROFICIENCY LEVEL		Industrialization and Urbanization (1800s CE – 2000s CE): Are industrialization and urbanization good for everyone?
OBJECTIVE		Students will evaluate regional and local examples of how humans adapted to, modified, or exploited their environment to promote industrialization and urbanization by:

EXPECTATION		Identifying the geographic factors that led to societies becoming industrialized and urbanized. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Early State Formation (3100 BCE–500 CE): How is power lost and gained?
OBJECTIVE		Students will analyze regional and local examples of how early political structures generated stability, promoted conflict, and/or caused rebellion by:

EXPECTATION		Examining social structures and belief systems in the early states of Greece, Rome, China, and Nubia/Egypt to compare how power is divided and maintained. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Rome
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EXPECTATION		Analyzing the motivations for territorial expansion among early complex societies. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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EXPECTATION		Analyzing how power shifts from one authority to another. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization
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STRAND / TOPIC / STANDARD		Unit 3: Human Systems – Political Structures
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create political structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How do political structures use power to generate stability, promote conflict and/or cause rebellion and connect and divide people across location, region, and the globe?
INDICATOR / PROFICIENCY LEVEL		Authoritarian Regimes (2000 CE – today): Can authoritarian regimes survive in the 21st century?
OBJECTIVE		Students will analyze local, regional, and global examples of authoritarian regimes as attempts to generate stability and connect and divide people across location by:

EXPECTATION	Examining efforts to resist the centralization of power within authoritarian regimes and the ways that they connected and divided people.
	Virtual Field Trips Ancient China - Shang & Zhou Dynasties

EXPECTATION	Evaluating how policies in 21st century authoritarian regimes have challenged universal human rights, limited economic opportunities and access to technology.
	Virtual Field Trips Ancient China - Shang & Zhou Dynasties

STRAND / TOPIC / STANDARD	Unit 4: Movement of Pathogens and Ideas
TOPIC / INDICATOR	Unit Enduring Understanding: The movement of pathogens and ideas drives innovation, generates fear, and facilitates change. Unit Question: How can the movement of ideas and the spread of disease create change?
INDICATOR / PROFICIENCY LEVEL	The Movement of Faith (600 BCE-1000 CE): How do religious systems move and spread?
OBJECTIVE	Students will evaluate the global movement of religion and its impacts by:

EXPECTATION	Examining the similarities and differences between Judaism, Christianity, Hinduism, Buddhism, Sikhism, and Islam.
	Virtual Field Trips Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)

EXPECTATION	Analyzing how trade, war, and other factors facilitate the spread of religions.
	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 (Older Grades)

EXPECTATION	Evaluating how religions influenced human communities and the formation of societies and empires.
	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 (Older Grades)

STRAND / TOPIC / STANDARD	Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR	Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL	Networks of Exchange (1200 CE-1450 CE): Is trade worth it?

OBJECTIVE		Students will investigate how regional control of resources promoted regional and global trade among complex societies by:
EXPECTATION		Determining the incentives, costs, and benefits of the salt and spice trade in Asia, Africa, and Europe. Virtual Field Trips Ancient China - Qin & Han Dynasties
EXPECTATION		Analyzing the movement of goods and ideas traded along the Silk Road, Indian Ocean Trade Routes, and Trans Saharan trade routes. Virtual Field Trips Ancient China - Qin & Han Dynasties
EXPECTATION		Evaluating the impact of the trade systems that emerged to meet the demand for salt and spice. Virtual Field Trips Ancient China - Qin & Han Dynasties
STRAND / TOPIC / STANDARD		Unit 6: Human Systems - Economic Systems
TOPIC / INDICATOR		Unit Enduring Understanding: Humans recognize geographic limitations and strengths to create economic structures that generate stability, promote conflict, cause rebellion, and connect and divide people across location, region, and the globe. Unit Question: How can economic systems connect and divide people regionally and globally?
INDICATOR / PROFICIENCY LEVEL		Centralized Planning in the Twentieth Century (1900 CE-2000 CE): How did centrally planned economies connect and divide people?
OBJECTIVE		Students will investigate how centrally planned economies impacted regional and global relationships by:
EXPECTATION		Identifying the principles of communism and socialism. Virtual Field Trips Exploring Cuba
STRAND / TOPIC / STANDARD		Unit 7: Place and Region
TOPIC / INDICATOR		Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL		Pre-Columbian Civilizations in the Americas (250 CE-1600 CE): Does where you live determine how you live?
OBJECTIVE		Students will analyze the local and regional growth connections and decline of Pre-Columbian civilizations by:
EXPECTATION		Assessing how geographic features impacted trade, economics, and settlement patterns of the Mayan, Aztec, and Incan civilizations. Virtual Field Trips Ancient Mayan Civilization
EXPECTATION		Examining the social structures and belief systems of the Maya, Aztec, and Inca civilizations. Virtual Field Trips Ancient Mayan Civilization

EXPECTATION	Explaining the internal and external causes for the decline of the Maya, Aztec, and Inca civilizations.
	Virtual Field Trips Ancient Mayan Civilization
STRAND / TOPIC / STANDARD	Unit 7: Place and Region
TOPIC / INDICATOR	Unit Enduring Understanding: The physical and human characteristics of a location are defined and redefined by internal and external factors. Unit Question: How do the physical and human characteristics of a place impact internal and external power relationships?
INDICATOR / PROFICIENCY LEVEL	Tokugawa Shogunate (1600 CE-1868 CE): How do geographic features influence the distribution of power?
OBJECTIVE	Students will analyze how Japan's physical and human characteristics impacted regional and power relationships under the Tokugawa Shogunate by:
EXPECTATION	Investigating the physical and human characteristics of Japan and how they influenced the development of Japanese feudalism.
	Virtual Field Trips Tokyo - City of Contrasts
EXPECTATION	Assessing the effectiveness of the tools and methods used to unify, stabilize, and centralize Japanese life under the Tokugawa Shogunate Empire.
	Virtual Field Trips Tokyo - City of Contrasts
EXPECTATION	Evaluating the myth of Japanese isolationism under the Tokugawa Shogunate.
	Virtual Field Trips Tokyo - City of Contrasts

Main Criteria: Maryland College and Career-Ready Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Maryland College and Career-Ready Standards

Science

Grade: 8 - Adopted: 2013

STRAND / TOPIC / STANDARD	NGSS.MS-PS.	PHYSICAL SCIENCE
TOPIC / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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 / TOPIC / STANDARD	NGSS.MS-LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE 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

STRAND / TOPIC / STANDARD	NGSS.MS-LS.	LIFE SCIENCE
TOPIC / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

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

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

OBJECTIVE	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
OBJECTIVE	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
OBJECTIVE	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:

OBJECTIVE	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
OBJECTIVE	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
OBJECTIVE	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

OBJECTIVE	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
OBJECTIVE	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands
STRAND / TOPIC / STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
TOPIC / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / PROFICIENCY LEVEL		Students who demonstrate understanding can:
OBJECTIVE	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
OBJECTIVE	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
OBJECTIVE	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
OBJECTIVE	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 / TOPIC / STANDARD		United States History – State Social Studies Standards
TOPIC / INDICATOR	2.0.	Peoples of the Nations and World

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

Washington, DC - Grades 6 - 8

STRAND / TOPIC / STANDARD		United States History – State Social Studies Standards
TOPIC / INDICATOR	3.0.	Geography

INDICATOR /
PROFICIENCY
LEVEL

Students shall inquire about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

STRAND / TOPIC / STANDARD		United States History – State Social Studies Standards
TOPIC / INDICATOR	5.0.	History

INDICATOR /
PROFICIENCY
LEVEL

Students will inquire about significant events, ideas, beliefs, and themes to identify patterns, trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

Washington, DC - Grades 6 - 8

STRAND / TOPIC / STANDARD		United States History – Founding of the New Government (1776-1791)
TOPIC / INDICATOR		Unit Enduring Understandings: Nations are constructed and governed through compromise and conflict. Unit Question: How does the Constitution reflect compromise and conflict?
INDICATOR / PROFICIENCY LEVEL		United States Constitution: How and why is power distributed in the United States Constitution?
OBJECTIVE		Students will evaluate the impact of the Constitution on the structure of the United States government by:
EXPECTATION		Explaining how the Constitution embeds key principles of checks and balances, separation of powers, federalism, popular sovereignty, individual rights, and limited government. Virtual Field Trips Washington, DC - Grades 6 - 8
EXPECTATION		Identifying the powers enumerated and denied to each branch of government as outlined in the Constitution. Virtual Field Trips Washington, DC - Grades 6 - 8