

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

Minnesota Academic Standards
Science
Grade: K - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.1.	Asking questions and defining problems
INDICATORS OF PROGRESS / STRAND	1.1.1.	Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 0E.1.1.1.2 Ask questions about how a person may reduce the amount of natural resources the individual uses. (P: 1, CC: 2, CI: ESS3)

Virtual Field Trips
Grade 1 - The Earth Around Us

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Analyzing and interpreting data
INDICATORS OF PROGRESS / STRAND	2.1.1.	Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 0E.2.1.1.2 Make daily and seasonal observations of local weather conditions to describe patterns over time. (P: 4, CC: 1, CI: ESS2)

Virtual Field Trips
Grade 1 - The Earth Around Us

Minnesota Academic Standards
Social Studies
Grade: K - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.1.	Citizenship and Government

INDICATORS OF PROGRESS / STRAND	0.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	0.1.2.2.	The civic identity of the United States is shaped by historical figures, places and events, and by key foundational documents and other symbolically important artifacts.
INDICATOR	0.1.2.2.1.	Describe symbols, songs and traditions that identify our nation and state. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Washington, DC - Grades K - 5
CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.2.	Economics
INDICATORS OF PROGRESS / STRAND	0.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	0.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.
INDICATOR	0.2.1.1.1	Distinguish between individual needs (conditions necessary to survive) and individual wants (conditions desired to be happy). Virtual Field Trips Grade 1 - All About Work
INDICATOR	0.2.1.1.2	Identify goods and services that could satisfy a specific need or want. Virtual Field Trips Grade 1 - All About Work
CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.2.	Economics
INDICATORS OF PROGRESS / STRAND	0.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	0.2.3.5.	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.
INDICATOR	0.2.3.5.1.	Distinguish between goods (objects that can be seen or touched) and services (actions or activities). Virtual Field Trips Grade 1 - All About Work

CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.3.	Geography
INDICATORS OF PROGRESS / STRAND	0.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	0.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

INDICATOR 0.3.1.1.1. Describe spatial information depicted in simple drawings and pictures.

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.3.	Geography
INDICATORS OF PROGRESS / STRAND	0.3.2.	Places and Regions
INDICATORS OF PROGRESS	0.3.2.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR 0.3.2.3.1. Identify the physical and human characteristics of places, including real and imagined places.

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.0.	Kindergarten: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	0.4.	History
INDICATORS OF PROGRESS / STRAND	0.4.2.	Peoples, Cultures and Change Over Time
INDICATORS OF PROGRESS	0.4.2.4.	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

INDICATOR 0.4.2.4.1. Compare and contrast traditions in a family with those of other families, including those from diverse backgrounds.

Virtual Field Trips

Grade 1 - Families and Neighbors

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

Minnesota Academic Standards
Science
Grade: 1 - Adopted: 2019

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Using mathematics and computational thinking
INDICATORS OF PROGRESS / STRAND	2.2.1.	Students will be able to use mathematics to represent physical variables and their relationships; compare mathematical expressions to the real world; and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 1E.2.2.1.1 Use quantitative data to identify and describe patterns in the amount of time it takes for Earth processes to occur and determine whether they occur quickly or slowly. (P: 5, CC: 7, CI: ESS1)

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		Life Science

INDICATOR 1L.3.1.1.1 Develop a simple model based on evidence to represent how plants or animals use their external parts to help them survive, grow, and meet their needs. (P: 2, CC: 6, CI: LS1)

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.2.	Students will be able to use their understanding of scientific principles and the engineering design process to design solutions that meet established criteria and constraints.*
INDICATORS OF PROGRESS		Life Science

INDICATOR	1L.3.2.2.2	Plan and 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. (P: 6, CC: 6, CI: LS1, ETS2)
		<u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 1E.4.1.1.1 Construct an argument based on observational evidence for how plants and animals (including humans) can change the non-living aspects of the environment to meet their needs. (P: 7, CC: 4, CI: ESS2)

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

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 1E.4.2.1.1 Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. (P: 8, CC: 4, CI: ESS3)

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

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.2.	Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.

INDICATORS OF PROGRESS		Physical Science
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INDICATOR	1P.4.2.2.1	Communicate solutions that use materials to provide shelter, food, or warmth needs for communities including Minnesota American Indian Tribes and communities. (P: 8, CC: 2, CI: PS1, ETS2)
		Virtual Field Trips
		Grade 1 - The Earth Around Us
		Grade 2 - Land and Water Around Us

Minnesota Academic Standards
Social Studies
Grade: 1 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	1.1.1.	Civic Skills
INDICATORS OF PROGRESS	1.1.1.1.	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

INDICATOR	1.1.1.1.1.	Demonstrate ways good citizens participate in the civic life of their community; explain why participation is important.
		Virtual Field Trips
		Grade 1 - Let's Learn About the Government
		Grade 2 - Our Government At Work

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Economics
INDICATORS OF PROGRESS / STRAND	1.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	1.2.3.3.	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.

INDICATOR	1.2.3.3.1.	Define scarcity as not having enough of something to satisfy everyone's wants; give examples.
		Virtual Field Trips
		Grade 2 - Work and Money

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Economics

INDICATORS OF PROGRESS / STRAND	1.3.4.	Microeconomic Concepts
INDICATORS OF PROGRESS	1.3.4.5.	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

INDICATOR 1.2.4.5.1. Explain that people trade (voluntarily) when they each expect to be better off after doing so.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.3.	Geography
INDICATORS OF PROGRESS / STRAND	1.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	1.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

INDICATOR 1.3.1.1.2. Use relative location words and absolute location words to identify the location of a specific place; explain why or when it is important to use absolute versus relative location.

Virtual Field Trips

Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.3.	Geography
INDICATORS OF PROGRESS / STRAND	1.3.2.	Places and Regions
INDICATORS OF PROGRESS	1.3.2.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR 1.3.2.3.1. Compare physical and human characteristics of a local place and a place far away on a globe or map (such as a place in an equatorial or polar region).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.4.	History
INDICATORS OF PROGRESS / STRAND	1.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	1.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

INDICATOR 1.4.1.2.1. Ask basic historical questions about a past event in one's family, school or local community.

Virtual Field Trips

Grade 1 - The Earth Around Us

INDICATOR 1.4.1.2.2. Describe how people lived at a particular time in the past, based on information found in historical records and artifacts.

Virtual Field Trips

Grade 1 - Life Long Ago

CONTENT STANDARD / DOMAIN	MN.1.	Grade One: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.4.	History
INDICATORS OF PROGRESS / STRAND	1.4.2.	Peoples, Cultures and Change Over Time
INDICATORS OF PROGRESS	1.4.2.4.	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

INDICATOR 1.4.2.4.1. Compare and contrast family life from earlier times and today.

Virtual Field Trips

Grade 1 - Life Long Ago

INDICATOR 1.4.2.4.2. Compare and contrast buildings and other technologies from earlier times and today.

Virtual Field Trips

Grade 1 - Life Long Ago

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

Minnesota Academic Standards
Science
Grade: 2 - Adopted: 2019

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Analyzing and interpreting data
INDICATORS OF PROGRESS / STRAND	2.1.1.	Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 2E.2.1.1.1 Represent data to describe typical weather conditions expected during a particular season. (P: 4, CC: 1, CI: ESS2)

Virtual Field Trips

African Safari

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

INDICATOR 2E.2.1.1.2 Analyze data from tests of objects designed to reduce the impacts of weather-related hazards and compare the strengths and weaknesses of how each performs. (P: 4, CC: 2, CI: ESS3, ETS1)

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.
INDICATORS OF PROGRESS		Life Science

INDICATOR 2L.4.1.1.1 Construct an argument with evidence that evaluates how in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. (P: 7, CC: 2, CI: LS4, ETS2)

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 2E.4.2.1.1 Obtain and use information from multiple sources to identify where water is found on Earth. (P: 8, CC: 1, CI: ESS2)

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

INDICATOR 2E.4.2.1.2 Obtain and use information from multiple sources, including electronic sources, to describe climates in different regions of the world. (P: 8, CC: 1, CI: ESS2)

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

The Sahara Desert

Minnesota Academic Standards

Social Studies

Grade: 2 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	2.1.1.	Civic Skills
INDICATORS OF PROGRESS	2.1.1.1.	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

INDICATOR 2.1.1.1.1 Demonstrate voting skills, identify rules that keep a voting process fair, and explain why voting is important.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	2.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	2.1.2.2.	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.

INDICATOR 2.1.2.2.1. Explain the importance of constitutions.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Economics
INDICATORS OF PROGRESS / STRAND	2.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	2.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

INDICATOR 2.2.1.1.1. Given a goal and several alternative choices to reach that goal, select the best choice and explain why.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Economics
INDICATORS OF PROGRESS / STRAND	2.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	2.2.3.3.	Because of scarcity individuals, organizations and governments must evaluate trade-offs, make choices and incur opportunity costs.

INDICATOR 2.2.3.3.1. Describe the trade-offs of a decision; describe the opportunity cost of a choice as the next best alternative which was not chosen.

Virtual Field Trips

Grade 3 - I Am a Consumer

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Economics
INDICATORS OF PROGRESS / STRAND	2.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	2.2.3.5.	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.

INDICATOR 2.2.3.5.1. Classify materials that come from nature as natural resources (or raw materials); tools, equipment and factories as capital resources; and workers as human resources.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - A Country of Cultures

Grade 3 - Businesses At Work

Grade 3 - Geography of Our Communities

Grade 3 - The First Americans

INDICATOR 2.2.3.5.2. Identify money as any generally accepted item used in making exchanges.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.3.	Geography
INDICATORS OF PROGRESS / STRAND	2.3.1.	Geospatial Skills—The World in Spatial Terms
INDICATORS OF PROGRESS	2.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

INDICATOR 2.3.1.1.1. Create sketch maps to illustrate detailed spatial information about settings from stories; describe the spatial information found on the maps.

Virtual Field Trips

Grade 3 - Geography of Our Communities

INDICATOR 2.3.1.1.2. Locate key features on a map or globe; use cardinal directions to describe the relationship between two or more features.

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

INDICATOR	2.3.1.1.4.	Use maps, photos, or other geographic tools to answer basic questions about where people are located.
		Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.3.	Geography
INDICATORS OF PROGRESS / STRAND	2.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	2.3.4.9.	The environment influences human actions; and humans both adapt to, and change, the environment.

INDICATOR 2.3.4.9.1. Identify causes and consequences of human impact on the environment and ways that the environment influences people.

[Virtual Field Trips](#)
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - People and Threats - Grades 2-5](#)
[Grade 2 - Land and Water Around Us](#)
[Grade 3 - Geography of Our Communities](#)

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.4.	History
INDICATORS OF PROGRESS / STRAND	2.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	2.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

INDICATOR 2.4.1.2.1. Use historical records and artifacts to describe how people's lives have changed over time.

[Virtual Field Trips](#)
[Grade 1 - Life Long Ago](#)
[Grade 2 - Early Americans](#)
[Grade 3 - The First Americans](#)

CONTENT STANDARD / DOMAIN	MN.2.	Grade 2: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.4.	History
INDICATORS OF PROGRESS / STRAND	2.4.2.	Peoples, Cultures and Change Over Time

INDICATORS OF PROGRESS	2.4.2.4.	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.
INDICATOR	2.4.2.4.2.	Describe how the culture of a community reflects the history, daily life or beliefs of its people.
		<u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

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

Minnesota Academic Standards
Science
 Grade: 3 - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Planning and carrying out investigations
INDICATORS OF PROGRESS / STRAND	1.2.1.	Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.
INDICATORS OF PROGRESS		Life Science

INDICATOR 3L.1.2.1.2 Plan and conduct an investigation to - determine how amounts of sunlight and water impact the growth of a plant. (P: 3, CC:2, CI: LS2)

Virtual Field Trips
 Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Using mathematics and computational thinking
INDICATORS OF PROGRESS / STRAND	2.2.1.	Students will be able to use mathematics to represent physical variables and their relationships; compare mathematical expressions to the real world; and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 3E.2.2.1.1 Organize and electronically present collected data to identify and describe patterns in the amount of daylight in different times of the year. (P: 5, CC: 1, CI: ESS1)

Virtual Field Trips
 Grade 2 - Land and Water Around Us

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.

INDICATORS OF PROGRESS		Life Science
INDICATOR	3L.3.1.1.2	Develop multiple models to describe how organisms have unique and diverse life cycles but all have birth, growth, reproduction, and death in common. (P: 2, CC: 4, CI: LS1) Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.1.	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.
INDICATORS OF PROGRESS		Life Science
INDICATOR	3L.3.2.1.1	Construct an explanation using evidence from various sources for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. (P: 6, CC: 2, CI: LS4) 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?
CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.
INDICATORS OF PROGRESS		Life Science

INDICATOR 3L.4.1.1.1 Construct an argument about strategies animals use to survive. (P: 7, CC: 2, CI: LS2)

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

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		Life Science

INDICATOR 3L.4.2.1.1 Obtain information from various types of media to support an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction. (P: 8, CC: 4, CI: LS1)

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

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?

Minnesota Academic Standards

Social Studies

Grade: 3 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	3.1.1.	Civic Skills
INDICATORS OF PROGRESS	3.1.1.1.	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

INDICATOR 3.1.1.1.1 Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.

Virtual Field Trips

Grade 2 - Work and Money

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government

INDICATORS OF PROGRESS / STRAND	3.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	3.1.2.3.	The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.

INDICATOR 3.1.2.3.1. Explain the importance of civic discourse (including speaking, listening, voting and respecting diverse viewpoints) and the principles of majority rule and minority rights.

Virtual Field Trips

Grade 2 - Our Government At Work

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	3.1.4.	Governmental Institutions and Political Processes
INDICATORS OF PROGRESS	3.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

INDICATOR 3.1.4.7.2. Identify the three branches of government (executive, legislative, and judicial) and their primary functions.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Economics
INDICATORS OF PROGRESS / STRAND	3.2.2.	Personal Finance
INDICATORS OF PROGRESS	3.2.2.2.	Personal and financial goals can be achieved by applying economic concepts and principles to personal financial planning, budgeting, spending, saving, investing, borrowing and insuring decisions.

INDICATOR 3.2.2.2.1. Describe income as the money earned from selling resources and expenditures as the money used to buy goods and services.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Economics
INDICATORS OF PROGRESS / STRAND	3.2.3.	Fundamental Concepts
INDICATORS OF PROGRESS	3.2.3.5.	Individuals, businesses and governments interact and exchange goods, services and resources in different ways and for different reasons; interactions between buyers and sellers in a market determines the price and quantity exchanged of a good, service or resource.
INDICATOR	3.2.3.5.1.	Explain that producing any good or service requires resources; describe the resources needed to produce a specific good or service; explain why it is not possible to produce an unlimited amount of a good or service. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	3.2.3.5.2.	Explain that consumers have two roles—as sellers of resources and buyers of goods and services; explain that producers have two roles—as sellers of goods and services and buyers of resources. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	3.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
INDICATOR	3.3.1.1.1.	Use maps and concepts of location (relative location words and cardinal and intermediate directions) to describe places in one's community, the state of Minnesota, the United States or the world. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
INDICATOR	3.3.1.1.2.	Create and interpret simple maps of places around the world, local to global; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert
CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.3.	Human Systems
INDICATORS OF PROGRESS	3.3.3.6.	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

INDICATOR	3.3.3.6.1.	Identify landforms and patterns in population; explain why human populations are unevenly distributed around the world.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.3.	Geography
INDICATORS OF PROGRESS / STRAND	3.3.3.	Human Systems
INDICATORS OF PROGRESS	3.3.3.8.	Processes of cooperation and conflict among people influence the division and control of the earth's surface.

INDICATOR	3.3.3.8.1.	Identify physical and human features that act as boundaries or dividers; give examples of situations or reasons why people have made or used boundaries.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5

CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.	History
INDICATORS OF PROGRESS / STRAND	3.4.1.	Historical Thinking Skills

INDICATORS OF PROGRESS	3.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.
INDICATOR	3.4.1.2.1.	Examine historical records, maps and artifacts to answer basic questions about times and events in history, both ancient and more recent. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

INDICATOR	3.4.1.2.3.	Compare and contrast various ways that different cultures have expressed concepts of time and space. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings
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CONTENT STANDARD / DOMAIN	MN.3.	Grade 3: Foundations of Social Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.	History
INDICATORS OF PROGRESS / STRAND	3.4.2.	Peoples, Cultures and Change Over Time
INDICATORS OF PROGRESS	3.4.2.5.	History is made by individuals acting alone and collectively to address problems in their communities, state, nation and world.

INDICATOR	3.4.2.5.1.	Identify examples of individuals or groups who have had an impact on world history; explain how their actions helped shape the world around them. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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Main Criteria: Minnesota Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 4 - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Planning and carrying out investigations
INDICATORS OF PROGRESS / STRAND	1.2.1.	Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 4E.1.2.1.1 Make observations and measurements to provide evidence of the effects of weathering or the rate of erosion by the forces of water, ice, wind, or vegetation. (P: 3, CC: 2, CI: ESS2)

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

INDICATOR 4E.1.2.1.2 Plan and carry out fair tests in which variables are controlled and failure points are considered to improve a model or prototype to prevent erosion. (P: 3, CC: 2, CI: ESS2, ETS1, ETS2)

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.2.	Using mathematics and computational thinking
INDICATORS OF PROGRESS / STRAND	2.2.1.	Students will be able to use mathematics to represent physical variables and their relationships; compare mathematical expressions to the real world; and engage in computational thinking as they use or develop algorithms to describe the natural or designed worlds.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 4E.2.2.1.1 Interpret charts, maps and/or graphs of the amounts of salt water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. (P: 5, CC: 4, CI: ESS2)

Virtual Field Trips

Grade 3 - Geography of Our Communities

National Parks - Nevada, California

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 4E.3.1.1.1 Develop a model based in part on student observations or data to describe ways the geosphere, biosphere, hydrosphere, and atmosphere interact. (P: 2, CC: 4, CI: ESS2)

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

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

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.2.	Students will be able to use their understanding of scientific principles and the engineering design process to design solutions that meet established criteria and constraints.*
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR 4E.3.2.2.1 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans. (P: 6, CC: 2, CI: ESS3, ETS1)

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR	4E.4.2.1.1	Read and comprehend grade appropriate complex texts and/or other reliable media to describe that energy and fuels are derived from natural resources and their uses affect the environment. (P: 8, CC: 2, CI: ESS3, ETS2)
		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
CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.2.	Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.
INDICATORS OF PROGRESS		Earth and Space Science

INDICATOR	4E.4.2.2.1	Obtain and combine multiple sources of information about ways individual communities, including Minnesota American Indian Tribes and communities and other cultures, use evidence and scientific principles to make decisions about the uses of Earth's resources. (P: 8, CC: 4, CI: ESS3, ETS1)
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Virtual Field Trips
 African Safari
 Amazon Rainforest - People and Threats - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 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?

Minnesota Academic Standards
Social Studies
 Grade: 4 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.1.	Geospatial skills

INDICATORS OF PROGRESS	4.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.
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INDICATOR	4.3.1.1.1.	Create and use various kinds of maps, including overlaying thematic maps, of places in the United States, and also Canada or Mexico; incorporate the "TODALS" map basics, as well as points, lines and colored areas to display spatial information.
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Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.1.	Geospatial skills
INDICATORS OF PROGRESS	4.3.1.2.	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

INDICATOR	4.3.1.2.1.	Choose the most appropriate data from maps, charts, and graphs in an atlas to answer specific questions about geographic issues in the United States, and also Canada or Mexico.
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Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

INDICATOR	4.3.1.2.2.	Use photographs or satellite-produced images to interpret spatial information about the United States, and also Canada or Mexico.
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Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography

INDICATORS OF PROGRESS / STRAND	4.3.2.	Places and Regions
INDICATORS OF PROGRESS	4.3.2.3.	Places have physical characteristics (such as climate, topography vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR	4.3.2.3.1.	Locate and identify the physical and human characteristics of places in the United States, and also Canada or Mexico.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.2.	Places and Regions
INDICATORS OF PROGRESS	4.3.2.4.	People construct regions to identify, organize and interpret areas of the Earth's surface, which simplifies the earth's complexity.

INDICATOR	4.3.2.4.1.	Name and locate states and territories, major cities and state capitals in the United States.
		Virtual Field Trips Barcelona Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5

INDICATOR	4.3.2.4.2.	Name and locate countries neighboring the United States and their major cities.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.3.	Human Systems
INDICATORS OF PROGRESS	4.3.3.5.	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

INDICATOR 4.3.3.5.1. Use data to analyze and explain the changing distribution of population in the United States and Canada over the last century.

Virtual Field Trips

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography
INDICATORS OF PROGRESS / STRAND	4.3.3.	Human Systems
INDICATORS OF PROGRESS	4.3.3.6.	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

INDICATOR 4.3.3.6.1. Explain how geographic factors affect population distribution and the growth of cities in the United States and Canada.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.	Geography

INDICATORS OF PROGRESS / STRAND	4.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	4.3.4.10.	The meaning, use, distribution and importance of resources changes over time.

INDICATOR 4.3.4.10.1 Describe how the location of resources and the distribution of people and their various economic activities has created different regions in the United States and Canada.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.4.	History
INDICATORS OF PROGRESS / STRAND	4.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	4.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

INDICATOR 4.4.1.2.1. Use maps to compare and contrast a particular region in the United States, and also Canada or Mexico, at different points in time.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN	MN.4.	Grade 4: Geography of North America
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.4.	History
INDICATORS OF PROGRESS / STRAND	4.4.2.	Peoples, Cultures, and Change over Time
INDICATORS OF PROGRESS	4.4.2.4.	The differences and similarities of cultures around the world are attributable to their diverse origins and histories, and interactions with other cultures throughout time.

INDICATOR 4.4.2.4.1. Identify and locate on a map or globe the origins of peoples in the local community and state; create a timeline of when different groups arrived; describe why and how they came.

Virtual Field Trips

Grade 4 - West Region Early Beginnings

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

Minnesota Academic Standards
Science
 Grade: 5 - Adopted: 2019

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		Physical Science

INDICATOR 5P.3.1.1.2 Use models to describe that energy in animals' food (used for body repair, growth, and motion and to maintain body warmth) was once energy from the Sun. (P: 2, CC: 5, CI: PS3)

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

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		Life Science

INDICATOR 5L.3.1.1.3 Create an electronic visualization of the movement of matter among plants, animals, decomposers, and the environment. (P: 2, CC: 4, CI: LS2)

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?

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence

INDICATORS OF PROGRESS / STRAND	4.1.2.	Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.*
INDICATORS OF PROGRESS		Life Science

INDICATOR 5L.4.1.2.1 Evaluate the merit of a solution to a problem caused by changes in plant and animal populations as a result of environmental changes. (P: 7, CC: 4, CI: LS4, ETS1)

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

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

Minnesota Academic Standards

Social Studies

Grade: 5 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	5.1.2.	Civic Values and Principles of Democracy
INDICATORS OF PROGRESS	5.1.2.2.	The civic identity of the United States is shaped by historical figures, places and events and by key foundational documents and other symbolically important artifacts.

INDICATOR 5.1.2.2.1. Identify historically significant people during the period of the American Revolution; explain how their actions contributed to the development of American political culture.

Virtual Field Trips

Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	5.1.4.	Governmental Institutions and Political Processes

INDICATORS OF PROGRESS	5.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.
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INDICATOR	5.1.4.7.2.	Describe how governmental power is limited through the principles of federalism, the separation of powers, and checks and balances.
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Virtual Field Trips

Washington, DC - Grades K - 5

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	5.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

INDICATOR	5.2.1.1.1.	Apply a decision-making process to identify an alternative choice that could have been made for a historical event; explain the probable impact of that choice.
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Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.2.	Economics
INDICATORS OF PROGRESS / STRAND	5.2.4.	Microeconomic Concepts
INDICATORS OF PROGRESS	5.2.4.6.	Profit provides an incentive for individuals and businesses; different business organizations and market structures have an effect on the profit, price and production of goods and services.

INDICATOR	5.2.4.6.1.	Describe the concept of profit as the motivation for entrepreneurs; calculate profit as the difference between revenue (from selling goods and services) and cost (payments for resources used).
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Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.	Geography

INDICATORS OF PROGRESS / STRAND	5.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	5.3.1.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR 5.3.1.3.1. Locate and identify the physical and human characteristics of places in the North American colonies.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.	Geography
INDICATORS OF PROGRESS / STRAND	5.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	5.3.4.10.	The meaning, use, distribution and importance of resources changes over time.

INDICATOR 5.3.4.10.1 Explain how geographic factors affected land use in the North American colonies.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.1.2.	Historical inquiry is a process in which multiple sources and different kinds of historical evidence are analyzed to draw conclusions about how and why things happened in the past.

INDICATOR 5.4.1.2.1. Pose questions about a topic in history, examine a variety of sources related to the questions, interpret findings and use evidence to draw conclusions that address the questions.

Virtual Field Trips

Grade 4 - Northeast

INDICATOR 5.4.1.2.2. Explain a historical event from multiple perspectives.

Virtual Field Trips

Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.1.3.	Historical events have multiple causes and can lead to varied and unintended outcomes.

INDICATOR 5.4.1.3.1. Analyze multiple causes and outcomes of a historical event.

Virtual Field Trips

Grade 4 - Northeast

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.	United States History

INDICATOR 5.4.4.15. North America was populated by indigenous nations that had developed a wide range of social structures, political systems and economic activities, and whose expansive trade networks extended across the continent. (Before European Contact)

Virtual Field Trips

Grade 4 - West Region Early Beginnings

INDICATOR 5.4.4.15.1. Describe complex urban societies that existed in Mesoamerica and North America before 1500. (Before European Contact)

Virtual Field Trips

Ancient Mayan Civilization

Grade 4 - West Region Early Beginnings

CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.16.	Rivalries among European nations and their search for new opportunities fueled expanding global trade networks and, in North America, colonization and settlement and the exploitation of indigenous peoples and lands; colonial development evoked varied responses by indigenous nations, and produced regional societies and economies that included imported slave labor and distinct forms of local government. (Colonization and Settlement: 1585-1763)

INDICATOR	5.4.4.16.1	Identify various motivations of Europeans for exploration and settlement in Asia, Africa and the Americas from the fifteenth to early seventeenth centuries. (Colonization and Settlement: 1585-1763)
		Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
INDICATOR	5.4.4.16.2	Describe early interactions between indigenous peoples, Europeans and Africans, including the Columbian Exchange; identify the consequences of those interactions on the three groups. (Colonization and Settlement: 1585-1763)
		Virtual Field Trips Grade 4 - Southeast Region of the U.S.
INDICATOR	5.4.4.16.5	Describe ways that enslaved people and people in free black communities resisted slavery and transferred, developed and maintained their cultural identities. (Colonization and Settlement: 1585-1763)
		Virtual Field Trips Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / DOMAIN	MN.5.	Grade Five: History of North America (up to 1800)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.4.	History
INDICATORS OF PROGRESS / STRAND	5.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	5.4.4.17.	The divergence of colonial interests from those of England led to an independence movement that resulted in the American Revolution and the foundation of a new nation based on the ideals of self-government and liberty. (Revolution and a New Nation: 1754-1800)
INDICATOR	5.4.4.17.1	Identify major conflicts between the colonies and England following the Seven Years War; explain how these conflicts led to the American Revolution. (Revolution and a New Nation: 1754-1800)
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.4.4.17.2	Describe the development of self-governance in the British colonies and explain the influence of this tradition on the American Revolution. (Revolution and a New Nation: 1754-1800)
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.4.4.17.3	Identify the major events of the American Revolution culminating in the creation of a new and independent nation. (Revolution and a New Nation: 1754-1800)
		Virtual Field Trips Grade 4 - Northeast
INDICATOR	5.4.4.17.4	Compare and contrast the impact of the American Revolution on different groups within the 13 colonies that made up the new United States. (Revolution and a New Nation: 1754-1800)
		Virtual Field Trips Grade 4 - Northeast

INDICATOR	5.4.4.17.5.	Describe the purposes of the founding documents and explain the basic principles of democracy that were set forth in the Declaration of Independence, the Constitution and the Bill of Rights. (Revolution and a New Nation: 1754-1800)
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Virtual Field Trips

Grade 4 - Northeast

Main Criteria: Minnesota Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Minnesota Academic Standards

Science

Grade: 6 - Adopted: 2019

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.1.	Asking questions and defining problems
INDICATORS OF PROGRESS / STRAND	1.1.1.	Students will be able to ask questions about aspects of the phenomena they observe, the conclusions they draw from their models or scientific investigations, each other's ideas, and the information they read.
INDICATORS OF PROGRESS		ESS: Earth and Human Activity

INDICATOR 6E.1.1.1.3 Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. (P: 1, CC: 7, CI: ESS3)

Virtual Field Trips

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

CONTENT STANDARD / DOMAIN	1	Exploring phenomena or engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	1.2.	Planning and carrying out investigations
INDICATORS OF PROGRESS / STRAND	1.2.1.	Students will be able to design and conduct investigations in the classroom, laboratory, and/or field to test students' ideas and questions, and will organize and collect data to provide evidence to support claims the students make about phenomena.
INDICATORS OF PROGRESS		ESS: Earth's Systems

INDICATOR 6E.1.2.1.1 Collect data and use digital data analysis tools to identify patterns to provide evidence for how the motions and complex interactions of air masses result in changes in weather conditions. (P: 3, CC: 2, CI: ESS2)

Virtual Field Trips

Canada: Coast to Coast

CONTENT STANDARD / DOMAIN	2	Looking at data and empirical evidence to understand phenomena or solve problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.	Analyzing and interpreting data
INDICATORS OF PROGRESS / STRAND	2.1.1.	Students will be able to represent observations and data in order to recognize patterns in the data, the meaning of those patterns, and possible relationships between variables.

INDICATORS OF PROGRESS		ESS: Earth's Systems
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INDICATOR 6E.2.1.1.2 Analyze and interpret data on the distribution of fossils, rocks, continental shapes, and seafloor structures to provide evidence of past plate motions. (P: 4, CC: 1, CI: ESS2)

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		ESS: Earth's Systems

INDICATOR 6E.3.1.1.2 Develop a model, based on observational evidence, to describe the cycling and movement of Earth's rock material and the energy that drives these processes. (P: 2, CC: 5, CI: ESS2)

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.1.	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.
INDICATORS OF PROGRESS		ESS: Earth and Human Activity

INDICATOR 6E.3.2.1.2 Construct a scientific explanation based on evidence for how the uneven distribution of Earth's mineral, energy, or groundwater resources is the result of past geological processes. (P: 6, CC: 2, CI: ESS3)

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

National Parks - Nevada, California

The Sahara Desert

INDICATOR	6E.3.2.1.3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. (P: 6, CC: 2, CI: ESS3, ETS1)
		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
CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.1.	Students will be able to engage in argument from evidence for the explanations the students construct, defend and revise their interpretations when presented with new evidence, critically evaluate the scientific arguments of others, and present counterarguments.
INDICATORS OF PROGRESS		ESS: Earth's Systems

INDICATOR	6E.4.1.1.1	Construct an argument, supported by evidence, for how geoscience processes have changed Earth's surface at varying time and spatial scales. (P: 7, CC: 3, CI: ESS2)
		Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

Minnesota Academic Standards
Social Studies
Grade: 6 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND	6.12.3.3.	a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).
		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

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
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INDICATORS OF PROGRESS / STRAND 6.12.4.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
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INDICATORS OF PROGRESS / STRAND 6.12.7.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

How Coral Reefs Are Formed

Jerusalem - Then and Now (Older Grades)

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Rome - The Eternal City

The Sahara Desert

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

Who Lives On a Coral Reef?

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

Minnesota Academic Standards
Science
 Grade: 7 - Adopted: 2019

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Developing and using models
INDICATORS OF PROGRESS / STRAND	3.1.1.	Students will be able to develop, revise, and use models to represent the students' understanding of phenomena or systems as they develop questions, predictions and/or explanations, and communicate ideas to others.
INDICATORS OF PROGRESS		LS: Ecosystems: Interactions, Energy, and Dynamics

INDICATOR 7L.3.1.1.3 Develop and use a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. (P: 2, CC: 5, CI: LS2)

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

CONTENT STANDARD / DOMAIN	3	Developing possible explanations of phenomena or designing solutions to engineering problems
PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.2.	Constructing explanations and designing solutions
INDICATORS OF PROGRESS / STRAND	3.2.1.	Students will be able to apply scientific principles and empirical evidence (primary or secondary) to explain the causes of phenomena or identify weaknesses in explanations developed by the students or others.
INDICATORS OF PROGRESS		LS: From Molecules to Organisms: Structures and Processes

INDICATOR 7L.3.2.1.1 Construct an explanation based on evidence for how environmental and genetic factors influence the growth of organisms and/or populations. (P: 6, CC: 2, CI: LS1, ETS2)

Virtual Field Trips

Galapagos Islands

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.1.	Engaging in argument from evidence
INDICATORS OF PROGRESS / STRAND	4.1.2.	Students will be able to argue from evidence to justify the best solution to a problem or to compare and evaluate competing designs, ideas, or methods.*

INDICATORS OF PROGRESS		LS: Ecosystems: Interactions, Energy, and Dynamics
INDICATOR	7L.4.1.2.1	Construct an argument supported by empirical evidence that changes in physical or biological components of an ecosystem affect populations. (P: 7, CC: 7, CI: LS2)
		Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado

INDICATOR	7L.4.1.2.2	Evaluate competing design solutions for maintaining biodiversity or ecosystem services. (P: 7, CC: 2, CI: LS2, ETS2)
		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

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.2.	Students will be able to gather information about and communicate the methods that are used by various cultures, especially those of Minnesota American Indian Tribes and communities, to develop explanations of phenomena and design solutions to problems.
INDICATORS OF PROGRESS		LS: Ecosystems: Interactions, Energy, and Dynamics

INDICATOR	7L.4.2.2.1	Gather multiple sources of information and communicate how Minnesota American Indian Tribes and communities and other cultures use knowledge to predict or interpret patterns of interactions among organisms across multiple ecosystems. (P: 8, CC: 1, CI: LS2, ETS2)
		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

Minnesota Academic Standards

Social Studies

Grade: 7 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.7.	Grade 7: United States Studies (1800 to present)
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PERFORMANCE INDICATOR / DOMAIN COMPONENT	7.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	7.1.4.	Governmental Institutions and Political Processes
INDICATORS OF PROGRESS	7.1.4.7.	The United States government has specific functions that are determined by the way that power is delegated and controlled among various bodies: the three levels (federal, state, local) and the three branches (legislative, executive, judicial) of government.

INDICATOR 7.1.4.7.1. Describe historical applications of the principle of checks and balances within the United States government.

Virtual Field Trips

Washington, DC - Grades 6 - 8

CONTENT STANDARD / DOMAIN	MN.7.	Grade 7: United States Studies (1800 to present)
PERFORMANCE INDICATOR / DOMAIN COMPONENT	7.4.	History
INDICATORS OF PROGRESS / STRAND	7.4.4.	United States History
INDICATORS OF PROGRESS	7.4.4.22.	Post- World War II United States was shaped by an economic boom, Cold War military engagements, politics and protests, and rights movements to improve the status of racial minorities, women and America's indigenous peoples. (Post-World War II United States: 1945-1989)

INDICATOR 7.4.4.22.1 Identify military and non-military actions taken by the United States during the Cold War to resist the spread of communism. (Post-World War II United States: 1945-1989)

Virtual Field Trips

Exploring Cuba

Grade: 7 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details

INDICATORS OF PROGRESS / STRAND 6.12.3.3. a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history).

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.12.4.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas

INDICATORS OF PROGRESS / STRAND	6.12.7.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 8
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Main Criteria: Minnesota Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Minnesota Academic Standards
Science
Grade: 8 - Adopted: 2019

CONTENT STANDARD / DOMAIN	4	Communicating reasons, arguments and ideas to others
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.2.	Obtaining, evaluating and communicating information
INDICATORS OF PROGRESS / STRAND	4.2.1.	Students will be able to read and interpret multiple sources to obtain information, evaluate the merit and validity of claims and design solutions, and communicate information, ideas, and evidence in a variety of formats.
INDICATORS OF PROGRESS		PS: Matter and Its Interactions

INDICATOR 8P.4.2.1.1 Gather and evaluate information from multiple sources to describe that synthetic materials come from natural resources and impact society. (P: 8, CC: 6, CI: PS1)

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Minnesota Academic Standards
Social Studies
Grade: 8 - Adopted: 2012

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	8.1.5.	Relationships of the United States to other nations and organizations
INDICATORS OF PROGRESS	8.1.5.13.	Governments are based on different political philosophies and are established to serve various purposes.

INDICATOR 8.1.5.13.1 Explain how different types of governments reflect historically and culturally specific understandings of the relationships between the individual, government and society.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.2.	Economics

INDICATORS OF PROGRESS / STRAND	8.2.1.	Economic Reasoning Skills
INDICATORS OF PROGRESS	8.2.1.1.	People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices and revising their goals based on their analysis.

INDICATOR 8.2.1.1.1. Apply reasoned decision-making techniques in making choices; explain why different governments faced with the same alternatives might make different choices.

Virtual Field Trips

Ancient Greece

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.2.	Economics
INDICATORS OF PROGRESS / STRAND	8.2.5.	Macro-economics
INDICATORS OF PROGRESS	8.2.5.12.	International trade, exchange rates and international institutions affect individuals, organizations and governments throughout the world.

INDICATOR 8.2.5.12.1 Explain why trade is mutually beneficial to countries; define and apply absolute and comparative advantage with respect to international trade.

Virtual Field Trips

Exploring Cuba

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	8.3.1.1.	People use geographic representations and geospatial technologies to acquire, process and report information within a spatial context.

INDICATOR 8.3.1.1.1. Obtain and analyze geographic information from a variety of print and electronic sources to investigate places or answer specific geographic questions; provide rationale for its use.

Virtual Field Trips

Canada: Coast to Coast
Canada: Our Northern Neighbor

INDICATOR 8.3.1.1.2. Create and use various kinds of maps, including overlaying thematic maps, of places in the world; incorporate the "TOTALSS" map basics, as well as points, lines and colored areas to display spatial information.

Virtual Field Trips

Canada: Coast to Coast
Canada: Our Northern Neighbor

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.1.	Geospatial Skills
INDICATORS OF PROGRESS	8.3.1.2.	Geographic inquiry is a process in which people ask geographic questions and gather, organize and analyze information to solve problems and plan for the future.

INDICATOR 8.3.1.2.1. Formulate questions about topics in geography; pose possible answers; use geospatial technology to analyze problems and make decisions within a spatial context.

Virtual Field Trips

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

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.2.	Places and Regions
INDICATORS OF PROGRESS	8.3.2.3.	Places have physical characteristics (such as climate, topography and vegetation) and human characteristics (such as culture, population, political and economic systems).

INDICATOR 8.3.2.3.1. Use appropriate geographic tools to analyze and explain the distribution of physical and human characteristics of places.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.3.	Human Systems
INDICATORS OF PROGRESS	8.3.3.5.	The characteristics, distribution and migration of human populations on the earth's surface influence human systems (cultural, economic and political systems).

INDICATOR	8.3.3.5.1.	Describe the locations of human populations and the cultural characteristics of the United States and Canada. <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Washington, DC - Grades 6 - 8
INDICATOR	8.3.3.5.2.	Describe the locations of human populations and the cultural characteristics of Latin America, including how the contemporary pattern of cities resulted from a combination of pre-European contact, colonial, and industrial urban societies. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	8.3.3.5.3.	Describe the locations of human populations and the cultural characteristics of Europe and Russia, including the role of migration patterns, and the impact of aging population and other effects of demographic transition. <u>Virtual Field Trips</u> Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.3.	Human Systems
INDICATORS OF PROGRESS	8.3.3.6.	Geographic factors influence the distribution, functions, growth and patterns of cities and human settlements.

INDICATOR	8.3.3.6.1.	Describe how the physical and environmental features of the United States and Canada affect human activity and settlement. <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor
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INDICATOR	8.3.3.6.2.	Describe how the physical and environmental features of Latin America affect human activity and settlement.
		Virtual Field Trips Exploring Cuba

INDICATOR	8.3.3.6.3.	Describe how the physical and environmental features of Europe and Russia affect human activity and settlement.
		Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.3.	Geography
INDICATORS OF PROGRESS / STRAND	8.3.4.	Human Environment Interaction
INDICATORS OF PROGRESS	8.3.4.10.	The meaning, use, distribution and importance of resources changes over time.

INDICATOR 8.3.4.10.3 Describe the changing role of Latin America in global trade networks.

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CONTENT STANDARD / DOMAIN	MN.8.	Grade 8: Global Studies
PERFORMANCE INDICATOR / DOMAIN COMPONENT	8.4.	History
INDICATORS OF PROGRESS / STRAND	8.4.3.	World History
INDICATORS OF PROGRESS	8.4.3.14.	Globalization, the spread of capitalism and the end of the Cold War have shaped a contemporary world still characterized by rapid technological change, dramatic increases in global population and economic growth coupled with persistent economic and social disparities and cultural conflict. (The New Global Era: 1989 to Present)

INDICATOR 8.4.3.14.3 Describe varieties of religious beliefs and practices in the contemporary world including Shamanism/Animism, Hinduism, Buddhism, Judaism, Christianity and Islam. (The New Global Era: 1989 to Present)

Virtual Field Trips
Jerusalem - Then and Now (Older Grades)

Grade: 8 - Adopted: 2010

CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
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PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.12.3.3.	a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered, how individuals become noteworthy, how ideas develop, how geography influences history). Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8
CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	6.12.4.4.	Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor
CONTENT STANDARD / DOMAIN	MN.6.12.	Reading Benchmarks: Literacy in History/Social Studies 6-12
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.12.7.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Galapagos Islands Jerusalem - Then and Now (Older Grades) London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Rome - The Eternal City Tokyo - City of Contrasts Washington, DC - Grades 6 - 8