

Main Criteria: National Council for the Social Studies (NCSS)

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 3

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 3 - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:

LEARNING
EXPECTATION

1.1.1.

'Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

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

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.2.

Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

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

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.3.

How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.4.

How culture may change in response to changing needs and concerns.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
----------------------	--------	---

LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience. 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
----------------------	--------	--

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region. Virtual Field Trips Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
----------------------	--------	---

LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - A Country of Cultures Grade 3 - I Am a Consumer Grade 4 - West Region Early Beginnings
----------------------	--------	--

LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups. Virtual Field Trips Grade 3 - A Country of Cultures
----------------------	--------	--

LEARNING EXPECTATION	1.2.4.	Describe the value of both cultural unity and diversity within and across groups. Virtual Field Trips Grade 3 - A Country of Cultures
----------------------	--------	--

LEARNING EXPECTATION	1.2.5.	Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.
		Virtual Field Trips Jerusalem - Then and Now (Younger Grades)

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
		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

LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change.
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.3.	That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts.
		Virtual Field Trips Grade 3 - The First Americans

LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 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

LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Virtual Field Trips Exploring Cuba Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. 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 Geography Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. 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
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships. 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
LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities 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 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
LEARNING EXPECTATION	3.1.6.	Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living. Virtual Field Trips Grade 4 - Northeast

LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
----------------------	--------	--

LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Virtual Field Trips Jerusalem - Then and Now (Younger Grades)
----------------------	--------	---

LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
----------------------	--------	---

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
----------------------	--------	---

LEARNING EXPECTATION	3.2.2.	Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
----------------------	--------	---

LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present.
		<u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENT S
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments.
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

LEARNING EXPECTATION	3.3.2.	Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features.
		<u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities

LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data for the classroom, school, community, state, or region in the present or past.
		<u>Virtual Field Trips</u> Grade 4 - Northeast

THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups.
		<u>Virtual Field Trips</u> Grade 2 - Living Together

LEARNING EXPECTATION	4.1.3.	Individuals have characteristics that are both distinct from and similar to those of others.
		<u>Virtual Field Trips</u> Grade 3 - A Country of Cultures

THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.

CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;. Virtual Field Trips Grade 2 - Living Together
----------------------	--------	---

LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms. 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 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
----------------------	--------	---

LEARNING EXPECTATION	5.1.3.	Characteristics that distinguish individuals. Virtual Field Trips Grade 3 - A Country of Cultures
----------------------	--------	---

LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. Virtual Field Trips Grade 2 - Living Together
----------------------	--------	--

LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. Virtual Field Trips Grade 2 - Living Together
----------------------	--------	--

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
-------	---------	---------------------------------------

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. Virtual Field Trips Grade 3 - How Government Helps Our Communities
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Virtual Field Trips Grade 2 - Our Government At Work
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 6.2.1. Ask and find answers to questions about power, authority, and governance in the school, community, and state.

Virtual Field Trips
 Grade 2 - Our Government At Work
 Grade 3 - How Government Helps Our Communities
 Washington, DC - Grades K - 5

LEARNING EXPECTATION 6.2.2. Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society.

Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION 6.3.2. Preparing and presenting descriptions of and possible solutions to school or community problems that would require working with those in positions of authority.

Virtual Field Trips
 Grade 2 - Work and Money

LEARNING EXPECTATION 6.3.3. Preparing and implementing an action plan addressing a local public issue or problem.

Virtual Field Trips
 Grade 2 - Work and Money

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.
CATEGORY	7.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 7.1.1. How people and communities deal with scarcity of resources.

Virtual Field Trips
 Grade 2 - Work and Money
 Grade 3 - Businesses At Work

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

Virtual Field Trips
 Grade 2 - Work and Money
 Grade 3 - I Am a Consumer

LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Virtual Field Trips Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.6.	Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions). Virtual Field Trips Grade 3 - Businesses At Work
LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.
CATEGORY	7.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	7.2.1.	Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.3.	Evaluate how the decisions that people make are influenced by the trade-offs of different options. Virtual Field Trips Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.2.4.	Examine and evaluate different methods for allocating scarce goods and services in the school and community. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work

LEARNING EXPECTATION	7.2.5.	Assess how consumers will react to rising and falling prices for goods and services. Virtual Field Trips Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
----------------------	--------	---

THEME	NCSS.7.	PRODUCTION, DISTRIBUTION, AND CONSUMPTION
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.
CATEGORY	7.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	7.3.4.	Designing and using a classroom currency, demonstrating the functions of money. Virtual Field Trips Grade 2 - Work and Money
----------------------	--------	---

THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	9.1.1.	Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel). Virtual Field Trips Grade 2 - Work and Money
----------------------	--------	--

LEARNING EXPECTATION	9.1.2.	Global connections affect daily life for individuals and those around them. Virtual Field Trips Grade 2 - Work and Money
----------------------	--------	---

LEARNING EXPECTATION	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
----------------------	--------	---

LEARNING EXPECTATION	9.1.5.	The pace of global change has quickened in recent times. Virtual Field Trips Grade 2 - Work and Money
----------------------	--------	--

THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	9.2.1.	Ask and find answers to questions about the connections we have to other people and places around the globe. Virtual Field Trips Grade 2 - Work and Money
----------------------	--------	--

LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. 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 Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together. Virtual Field Trips Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION	10.1.3.	Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Virtual Field Trips Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action. Virtual Field Trips Grade 3 - How Government Helps Our Communities

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Virtual Field Trips Grade 2 - Work and Money

Main Criteria: National Geography Standards (NGS)
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.3	Spatial Models: Models are used to represent features of human and/or physical systems
BENCHMARK	WST.3.3.A.	Describe and construct models illustrating the properties of human and/or physical systems, as exemplified by being able to

EXPECTATION WST.3.3.A.1. Construct a model of Earth and describe its shape, size, and key features (e.g., equator, poles, prime meridian, oceans, continents).

Virtual Field Trips

Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION PR.4.2.A.2. Describe and compare the vegetation in different places in the world (e.g., deserts, mountains, rain forests, plains).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

The Sahara Desert

EXPECTATION	PR.4.2.A. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands 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 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation). Virtual Field Trips Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Landforms
-------------	-----------------	--

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands 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 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK	PS.7.2.A.	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION PS.7.2.A.1. Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

Virtual Field Trips

Grade 2 - Land and Water Around Us

EXPECTATION PS.7.2.A.2. Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

Virtual Field Trips

Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A.	Identify examples of physical processes, as exemplified by being able to

EXPECTATION PS.7.3.A.1. Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

EXPECTATION PS.7.3.A.3. Identify the components and relationships in the erosion cycle (e.g., water carving canyons, wind sculpting mesas, landslides, avalanches).

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B.	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

EXPECTATION	PS.7.3.B.2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands 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 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed Who Lives On a Coral Reef?

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A.	Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION	PS.8.1.A.1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
		Virtual Field Trips Amazon Rainforest - Grades 2-5

EXPECTATION	PS.8.1.A.2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert

EXPECTATION	PS.8.1.A.3.	Describe local ecosystems by surveying and recording the properties of their components.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
-------------------	---------	------------------

STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A	Identify and describe the characteristics of ecosystems, as exemplified by being able to

EXPECTATION PS.8.2.A. 1. Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION PS.8.2.A. 2. Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION PS.8.2.A. 3. Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: The characteristics of biomes
BENCHMARK	PS.8.3.A	Describe the characteristics of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
-------------	-----------------	---

EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
-------------	-----------------	--

EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

EXPECTATION	HS.11.4.A. .2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
-------------	-------------------	--

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface

BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to
EXPECTATION	HS.13.3.A.2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to
EXPECTATION	ES.14.3.A.1.	Identify and describe the changes in local habitats that resulted from human activities. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Who Lives On a Coral Reef?
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to
EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks). Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2.A.	Identify and describe the locations of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A .2.	Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern that results (e.g., the Pacific Ring of Fire). Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography Grade 4 - West Region Landforms
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2.B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to
EXPECTATION	ES.15.2.B .1.	Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills). Virtual Field Trips Grade 3 - Geography of Our Communities
EXPECTATION	ES.15.2.B.3.	Construct a disaster preparedness manual for your community or school that includes a list of actions people should take in an emergency situation due to a local environmental hazard event. Virtual Field Trips Grade 3 - Geography of Our Communities
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A .1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast 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 Today The Sahara Desert

EXPECTATION	ES.16.1.A.2.	Identify the types of energy resources that students and their families use in their everyday lives and then categorize each as renewable, nonrenewable, or flow resources. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Today
-------------	--------------	---

EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Today
-------------	--------------	---

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.3.	Sustainable Resource Use and Management: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION	ES.16.3.A.1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value. Virtual Field Trips Grade 2 - Land and Water Around Us
-------------	--------------	---

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION	UG.17.2.A.3.	Describe how the physical environment of a county or state was changed by processes of forest clearing, damming of rivers, cultivation of fields, or land leveling. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1. A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
-------------	------------------	---

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.2	Changes in Geographic Contexts: Places, regions, and environments will continue to change
BENCHMARK	UG.18.2. A.	Describe current changes in places, regions, and environments and predict how these locations may be different in the future, as exemplified by being able to

EXPECTATION	UG.18.2. A.1.	Describe how to plan for the environmental future of a place by completing the following statements: "I will keep...." "I will change...." and "I will remove...."
-------------	------------------	--

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - West Region Today

Who Lives On a Coral Reef?

National Geography Standards (NGS)

Social Studies

Grade: 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1. .A.	Identify and describe the properties (position and orientation, symbols, scale, perspective, coordinate systems) and functions of geographic representations, as exemplified by being able to

EXPECTATION	WST.1.1. A.2.	Identify and describe the functions of a variety of geographic representations.
-------------	------------------	---

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information

STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

EXPECTATION WST.1.1.B.1. Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations).

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

EXPECTATION WST.1.1.B.2. Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.2	Using Geospatial Data to Construct Geographic Representations: Geospatial data are connected to locations on Earth's surface
BENCHMARK	WST.1.2.B.	Construct maps and graphs to display geospatial data, as exemplified by being able to

EXPECTATION WST.1.2.B.1. Construct a map that displays geospatial data using symbols explained in a key (e.g., a sketch map to illustrate a narrative story, a map of cars in the school parking lot showing type and color, a classroom map showing different types of tables, desks, and chairs).

Virtual Field Trips

Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.3	Using Mental Maps: Mental maps are used to answer geographic questions about locations and characteristics of places and regions
BENCHMARK	WST.2.3.A.	Identify from memory locations and geographic characteristics to answer geographic questions, as exemplified by being able to

EXPECTATION WST.2.3.A.3. Identify from memory the map of North America to answer geographic questions (e.g., What are the countries to the north and south of the United States? Which state is located at the easternmost point of the United States? Which state is at the geographic center of the continental United States?).

Virtual Field Trips

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
--------------------------	----------------	-----------------------------------

STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.1	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1.A.	Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to
EXPECTATION	WST.3.1.A.2.	Describe the meaning of the spatial concepts of distance, direction, and location used in selected literature (e.g., read an account of Paul Revere's ride and describe it in terms of locations [start to end], movement, region of action, distance, direction). Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.2	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2.A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to
EXPECTATION	WST.3.2.A.3.	Describe and compare the natural features and human factors using geographic representations that may influence where people live (e.g., access to water, climatic conditions, rivers, and bridges). Virtual Field Trips Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions

STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

EXPECTATION PR.4.1.A. 1. Identify and describe categories of characteristics that define a location as a place (e.g., weather characteristics, population density, architectural styles, landforms, vegetation, cultures, types of industry).

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION PR.4.1.A. 2. Identify and describe the defining characteristics of the student's community as a place.

Virtual Field Trips

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

EXPECTATION PR.4.1.A. 3. Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, historical park or battlefield, religious shrines or temples, state or national parks).

Virtual Field Trips

Grade 4 - Midwest Region Today

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION PR.4.2.A. 1. Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest).

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
		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 - 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

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.B.	Describe and compare the human characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION	PR.4.2.B.1.	Describe and compare the types of clothing, housing, and transportation used in different countries located at different latitudes in the world.
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION	PR.4.2.B.2.	Describe and compare the human characteristics of rural versus urban locations in the United States (e.g., single family homes versus apartment buildings, different languages and cultures in urban areas).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics
BENCHMARK	PR.5.1.A.	Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to

EXPECTATION	PR.5.1.A.1.	Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

EXPECTATION	PR.5.1.A. 2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods). Virtual Field Trips Grade 3 - Geography of Our Communities
-------------	-----------------	--

EXPECTATION	PR.5.1.A. 3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas). Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A	Describe how people view places in their community differently, as exemplified by being able to

EXPECTATION	PR.6.1.A. 2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
-------------	-----------------	--

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION	PS.7.1.A. 1.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains). 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 - 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
-------------	-----------------	---

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). 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 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK	PS.7.2.A .	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A. 1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. Virtual Field Trips Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Northeast Grade 4 - West Region Geography
-------------	-----------------	---

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
		Virtual Field Trips Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Northeast Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A	Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
		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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
		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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components.
		Virtual Field Trips Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A	Identify and describe the characteristics of ecosystems, as exemplified by being able to

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	--

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.3.	Characteristics and Geographic Distribution of Biomes: The characteristics of biomes
BENCHMARK	PS.8.3.A .	Describe the characteristics of biomes, as exemplified by being able to

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. 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 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	---

EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannas, temperate forests, tropical forests, arctic tundra). 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 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	--

EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters). Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.A	Describe how the number of people varies from place to place, as exemplified by being able to

EXPECTATION	HS.9.2.A. 2.	Describe how ways of making a living influence how many people live in a certain place (e.g., farm communities versus cities). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
-------------	-----------------	--

EXPECTATION	HS.9.2.A. 3.	Identify and describe places in the state where the greatest and fewest numbers of people live. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK	HS.9.2.B	Explain why people live in different types of places, as exemplified by being able to

EXPECTATION	HS.9.2.B. 2.	Identify and describe the places in the world where the majority of people live using satellite images or population density maps and how these places may differ. Virtual Field Trips Grade 4 - Northeast
-------------	-----------------	---

EXPECTATION	HS.9.2.B. 3.	Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
-------------	-----------------	--

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.A	Describe examples of different human migrations, as exemplified by being able to

EXPECTATION	HS.9.3.A. 1.	Describe why and how people moved west during the California Gold Rush. Virtual Field Trips Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
-------------	-----------------	--

EXPECTATION	HS.9.3.A. 2.	Describe why and how the Pilgrims moved from England to the US colonies. Virtual Field Trips Grade 3 - The First Americans
-------------	-----------------	---

EXPECTATION	HS.9.3.A. 3.	Describe why and how Native Americans moved to federally designated reservations. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
-------------	-----------------	---

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.B	Explain why people move from one place to another, as exemplified by being able to

EXPECTATION	HS.9.3.B. 1.	Explain the reasons why people might be willing to move to a new location (e.g., for more or better jobs, for better living conditions). Virtual Field Trips Grade 4 - Northeast
-------------	-----------------	---

EXPECTATION	HS.9.3.B.3.	Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).
		Virtual Field Trips Grade 4 - Southwest Region Early Beginnings
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.3.	Migration: People move for a variety of reasons
BENCHMARK	HS.9.3.C.	Describe how people and places change as a result of migration, as exemplified by being able to
EXPECTATION	HS.9.3.C.1.	Describe how the movement of people into cities can change the need for housing and services.
		Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast
EXPECTATION	HS.9.3.C.2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
		Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
		Virtual Field Trips Grade 2 - Living Together Grade 3 - A Country of Cultures
EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 4 - Northeast

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to
EXPECTATION	HS.11.3.A.1.	Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics). Virtual Field Trips Grade 3 - Businesses At Work
EXPECTATION	HS.11.3.A.2.	Identify the types of products that were historically produced in a region and the places to which these products were shipped. Virtual Field Trips Grade 3 - Businesses At Work
EXPECTATION	HS.11.3.A.3.	Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places. Virtual Field Trips Grade 3 - Businesses At Work
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to
EXPECTATION	HS.11.4.A.2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. Virtual Field Trips Grade 4 - Northeast

EXPECTATION	HS.11.4.A.3.	Describe how transportation and communication have changed economic activities by constructing a timeline of technological developments (e.g., opening of the American West with the transcontinental railroad, improved road construction and increases in long-distance trucking, refrigerated trucking resulting in more fresh fruits and vegetables, air cargo increasing the distances goods may be shipped).
Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Northeast Grade 4 - West Region Early Beginnings		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: People benefit from living in settlements
BENCHMARK	HS.12.1.A.	Explain the benefits gained by living in settlements, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Identify and describe the services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) available in the student's town or city and explain why people may view these as benefits to living in the community.
Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer		

EXPECTATION	HS.12.1.A.2.	Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements.
Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer		

EXPECTATION	HS.12.1.A.3.	Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently.
Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: Settlements occur where locations provide opportunities and therefore advantages
BENCHMARK	HS.12.2.A.	Explain why some locations are better for settlement than others, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building).
Virtual Field Trips Grade 4 - Northeast		

EXPECTATION	HS.12.2.A.2.	Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads).
		Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast

EXPECTATION	HS.12.2.A.3.	Describe the factors that contributed to successful settlement locations (e.g., harbors, resources for housing and fuel, reliable fresh water supply, non-hostile neighbors, natural defenses, reliable food sources, suitable land for agriculture).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.3.	Patterns of Settlement: There are different types of settlements
BENCHMARK	HS.12.3.A.	Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
		Virtual Field Trips 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

EXPECTATION	HS.12.3.A.3.	Analyze a map of US population density and describe where the major clusters of settlements are located.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1.A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
		Virtual Field Trips Grade 3 - How Government Helps Our Communities

EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states. Virtual Field Trips Grade 2 - Land and Water Around Us
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.2.A.1.	Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river). Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface
BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to

EXPECTATION	HS.13.3.A.2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites). Virtual Field Trips Grade 2 - Land and Water Around Us
-------------	--------------	--

EXPECTATION	HS.13.3.A.3.	Describe the means by which communities resolve disputes over land-use issues (e.g., decisions by planning commissions, by elected officials, by judges, by community voting). Virtual Field Trips Amazon Rainforest - Grades 2-5
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).
		Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to
EXPECTATION	ES.14.2.A.1.	Describe and explain examples of the technology used in different industries in the United States (e.g., high-tech farming and irrigation, excavating machinery in strip mining, drilling in oil production).
		Virtual Field Trips Grade 4 - West Region Geography
EXPECTATION	ES.14.2.A.3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).
		Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to
EXPECTATION	ES.14.3.A.3.	Describe examples of human modifications to the physical environment as a result of improving transportation routes (e.g., bridges, drainage ditches, widening streets or roads, divided highways).
		Virtual Field Trips Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

EXPECTATION	ES.15.1.A.1.	Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms). Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
-------------	--------------	--

EXPECTATION	ES.15.1.A.2.	Identify and describe examples of places that offer vacation activities for people because of the physical environment (e.g., snow skiing, ocean beaches, boating, river rafting). Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today
-------------	--------------	---

EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities). Virtual Field Trips Grade 3 - Geography of Our Communities
-------------	--------------	--

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.B.	Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to

EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
-------------	--------------	---

EXPECTATION	ES.15.1.B.2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert
-------------	--------------	---

EXPECTATION	ES.15.1. B.3.	Describe how transportation routes are shaped by the physical environment (e.g., horseshoe curves, tunnels, bridges).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2. A.	Identify and describe the locations of environmental hazards, as exemplified by being able to

EXPECTATION	ES.15.2.A .2.	Identify on a map of the Pacific basin the occurrences of earthquakes and volcanoes and describe the pattern that results (e.g., the Pacific Ring of Fire).
		Virtual Field Trips Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: Environmental hazards affect human activities
BENCHMARK	ES.15.2. B.	Describe and analyze the effects of environmental hazards on human activities, as exemplified by being able to

EXPECTATION	ES.15.2.B .1.	Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills).
		Virtual Field Trips Grade 4 - West Region Geography Grade 4 - West Region Landforms

EXPECTATION	ES.15.2. B.2.	Describe how people might build their houses differently on a coast or beach as compared to another location (e.g., elevated footings for storm surge, shutters over windows, metal reinforced roof trusses for wind).
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.3.	Adaptation to the Environment: People adapt to the conditions of the physical environment
BENCHMARK	ES.15.3. A.	Describe how people adapt to conditions of the physical environment, as exemplified by being able to

EXPECTATION	ES.15.3.A .1.	Identify and describe how people adapt to the physical environment through choices of clothing, housing styles, food choices, recreational activities, and land use.
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION	ES.15.3.A.2.	Describe how people adapt differently to different physical environments (e.g., clothing in Florida versus Alaska, houses in Hawaii versus Minnesota).
		Virtual Field Trips Grade 4 - Northeast

EXPECTATION	ES.15.3.A.3.	Describe different types of transportation needed in different environments (e.g., boats versus cars, air boats in swamps, sleds and snowmobiles).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	Location and Distribution of Resources: The spatial distribution of types of resources
BENCHMARK	ES.16.2.A.	Identify the locations of examples of each type of resource, as exemplified by being able to

EXPECTATION	ES.16.2.A.1.	Identify the locations on a US map of various types of renewable, nonrenewable, and flow resources.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

EXPECTATION	ES.16.2.A.2.	Identify the locations of examples of each of the three types of resources that are found in the student's state or region.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.1.	Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past
BENCHMARK	UG.17.1.A.	Describe the geographic context in which a historical event occurred, as exemplified by being able to

EXPECTATION	UG.17.1.A.2.	Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings

EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.
		<u>Virtual Field Trips</u> Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	Changes in Geographic Contexts: Places, regions, and environments change over time
BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

EXPECTATION UG.17.2.A.2. Describe and analyze the change in the number of states in the United States and their boundaries.

Virtual Field Trips
 Grade 2 - Land and Water Around Us
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.3.	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—changed over time
BENCHMARK	UG.17.3.A.	Describe examples of people's changing perceptions of the world, as exemplified by being able to

EXPECTATION UG.17.3.A.3. Describe how people's perception of the environment changed over time from limitless exploitation to sustainability (e.g., pollution of rivers during industrialization, pollution of air or scarring of land from mining, depletion of American bison from overhunting).

Virtual Field Trips
 Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION	UG.18.1. A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively. Virtual Field Trips Grade 2 - Land and Water Around Us
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.3 .	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing
BENCHMARK	UG.18.3. A.	Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION	UG.18.3. A.1.	Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality. Virtual Field Trips Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today
EXPECTATION	UG.18.3. A.2.	Explain how the depiction of a place in movies or on television can affect how people perceive that place. Virtual Field Trips Grade 4 - Northeast
EXPECTATION	UG.18.3. A.3.	Describe and explain how a student's view of his or her home community can be different from someone who is only visiting the community. Virtual Field Trips Grade 4 - Northeast

Main Criteria: Next Generation Science Standards (NGSS)

Secondary Criteria: Virtual Field Trips **Subject:** Science

Grade: 3

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 3 - Adopted: 2013

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

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

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND	NGSS.3-LS	LIFE SCIENCE
TITLE	3-LS4	Biological Evolution: Unity and Diversity
		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

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

STRAND	NGSS.3-ESS	EARTH AND SPACE SCIENCE
TITLE	3-ESS2	Earth's Systems
		Students who demonstrate understanding can:

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

PERFORMANCE E EXPECTATION	3-ESS2-2	Obtain and combine information to describe climates in different regions of the world. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
---------------------------------	----------	--

STRAND	NGSS.3-ESS	EARTH AND SPACE SCIENCE
TITLE	3-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	3-ESS3-1	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.
----------------------------	----------	---

Virtual Field Trips

Grade 3 - Geography of Our Communities