Main Criteria: National Council for the Social Studies (NCSS)
Secondary Criteria: Virtual Field Trips
Subject: Social Studies
Grade: 6
Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)
Social Studies
Grade: **6** - 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 socially transmitted 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 - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	1.1.2.	Concepts such as beliefs, values, institutions, cohesion, diversity, accommodation, adaptation, assimilation, and dissonance. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	1.1.3.	How culture influences the ways in which human groups solve the problems of daily living. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.1.4.	That the beliefs, values, and behaviors of a culture form an integrated system that helps shape the activities and ways of life that define a culture. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION	1.1.6.	That culture may change in response to changing needs, concerns, social, political, and geographic conditions. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.1.7.	How people from different cultures develop different values and ways of interpreting experience. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.1.8.	That language, behaviors, and beliefs of different cultures can both contribute to and pose barriers to cross--cultural understanding. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	1.2.3.	Evaluate how data and experiences may be interpreted differently by people from diverse cultural perspectives and frames of reference. **Virtual Field Trips** Canada: Our Northern Neighbor
LEARNING EXPECTATION	1.2.5.	Explain how patterns of behavior reflect cultural values and beliefs. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Older Grades)

LEARNING EXPECTATION	1.2.7.	Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba

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 provides a representation of the history of communities, nations, and the world. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
LEARNING EXPECTATION	2.1.2.	Concepts such as: chronology, causality, change, conflict, complexity, multiple perspectives, primary and secondary sources, and cause and effect. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
LEARNING EXPECTATION	2.1.3.	That learning about the past requires the interpretation of sources, and that using varied sources provides the potential for a more balanced interpretive record of the past. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City

LEARNING EXPECTATION	2.1.4.	That historical interpretations of the same event may differ on the basis of such factors as conflicting evidence from varied sources, national or cultural perspectives, and the point of view of the researcher. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
LEARNING EXPECTATION	2.1.5.	Key historical periods and patterns of change within and across cultures (e.g., the rise and fall of ancient civilizations, the development of technology, the rise of modern nation-states, and the establishment and breakdown of colonial systems). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City
LEARNING EXPECTATION	2.1.6.	The origins and influences of social, cultural, political, and economic systems. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	2.1.7.	The contributions of key persons, groups, and events from the past and their influence on the present. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols. **Virtual Field Trips** Washington, DC - Grades 6 - 8

LEARNING EXPECTATION	2.1.9.	The influences of social, geographic, economic, and cultural factors an the history of local areas, states, nations, and the world. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast 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	2.2.2.	Identify and use a variety of primary and secondary sources for reconstructing the past, such as documents, letters, diaries, maps, textbooks, photos, and other sources. **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
LEARNING EXPECTATION	2.2.3.	Research and analyze past periods, events, and issues, using a variety of primary sources (e.g., documents, letters, artifacts, and testimony) as well as secondary sources; validate and weigh evidence for claims, and evaluate the usefulness and degree of reliability of sources to develop a supportable interpretation. **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
LEARNING EXPECTATION	2.2.4.	Evaluate the impact of the values, beliefs, and institutions of people in the past on important historical decisions and developments of their times. **Virtual Field Trips** Canada: Our Northern Neighbor

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 the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba The Sahara Desert
LEARNING EXPECTATION	3.1.2.	Concerts such as: location, region, place, and migration, as well as human and physical systems. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.1.3.	Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba The Sahara Desert
LEARNING EXPECTATION	3.1.4.	The roles of different kinds of population centers in a region or nation. **Virtual Field Trips** Canada: Our Northern Neighbor

LEARNING EXPECTATION	3.1.5.	The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious). **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 The Sahara Desert Tokyo - City of Contrasts
LEARNING EXPECTATION	3.1.6.	Patterns of demographic and political change, and cultural diffusion in the past and present (e.g., changing national boundaries, migration, and settlement, and the diffusion of and changes in customs and ideas). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.1.7.	Human modifications of the environment. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
LEARNING EXPECTATION	3.1.9.	The use of a variety of maps, globes, graphic representations, and geospatial technologies to help investigate the relationships among people, places, and environments. **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor 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 regions, nations, and the world in the past and present. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.2.2.	Research, organize, analyze, synthesize, and evaluate information from atlases, data bases, grid systems, charts, graphs, maps, geospatial technologies, and other tools to interpret relationships among geographic factors and historic events. **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
LEARNING EXPECTATION	3.2.3.	Acquire, organize, and analyze information and use geographic tools to draw conclusions about historic or current national and global environmental change. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties
LEARNING EXPECTATION	3.2.5.	Identify and interpret "push" and "pull" factors involved in the migrations of people in this nation and other parts of the world. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8
LEARNING EXPECTATION	3.2.6.	Evaluate the consequences of human actions in environmental terms. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
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	**3.3.**	**PRODUCTS - Learners demonstrate understanding by:**
LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data among nations. **Virtual Field Trips** Canada: Our Northern Neighbor
LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8
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	5.1.2.	Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
LEARNING EXPECTATION	5.1.6.	That cultural diffusion occurs when groups migrate. **Virtual Field Trips** Ancient China - Qin & Han Dynasties
LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba
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	5.2.4.	Understand examples of tensions between belief systems and governmental actions and policies. **Virtual Field Trips** Exploring Cuba
LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy (including those of the U.S. Constitution, popular sovereignty, the rule of law, separation of powers, checks and balances, minority rights, the separation of church and state, and Federalism). **Virtual Field Trips** Washington, DC - Grades 6 - 8
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security. **Virtual Field Trips** Canada: Our Northern Neighbor
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 region, nation, and world. **Virtual Field Trips** Canada: Our Northern Neighbor Washington, DC - Grades 6 - 8
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 and distribution of goods and services in the state and nation, and in a global context. **Virtual Field Trips** Exploring Cuba
LEARNING EXPECTATION	7.2.3.	Analyze various methods for allocating scarce goods and services at the state, national, and global levels, describing the possible impacts of these choices. **Virtual Field Trips** Barcelona
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 have existed in the past and increased rapidly in current times. **Virtual Field Trips** Ancient China - Qin & Han Dynasties

LEARNING EXPECTATION	9.1.2.	Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8 Exploring Cuba
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 ways in which people and societies are connected globally today and were connected in the past. **Virtual Field Trips** Ancient China - Qin & Han Dynasties
LEARNING EXPECTATION	9.2.3.	Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Jerusalem - Then and Now (Older Grades)
LEARNING EXPECTATION	9.2.7.	Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people. **Virtual Field Trips** Exploring Cuba
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	10.1.6.	The origins and function of major institutions and practices developed to support democratic ideals and practices. **Virtual Field Trips** Washington, DC - Grades 6 - 8

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: **6** - 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.3.2.**	**Spatial Patterns and Processes: Processes shape the spatial patterns of people, places, and environments over time**
BENCHMARK	**WST.3.2.A.**	**Describe and compare the processes that influence the distribution of human and physical phenomena, as exemplified by being able to**
EXPECTATION	WST.3.2.A.3.	Describe and compare changes in natural vegetation zones and land uses on the slopes of a mountain (e.g., vertical zonation, tree lines in middle latitudes). **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	**NGS.PR.**	**Places and Regions**
STANDARD	**PR.4.**	**The physical and human characteristics of places**
STRAND	**PR.4.2.**	**The Characteristics of Place: Physical and human characteristics of places change**
BENCHMARK	**PR.4.2.A.**	**Explain the ways that physical processes change places, as exemplified by being able to**
EXPECTATION	PR.4.2.A.1.	Describe and explain how places near a river may change over time (e.g., flood plains, alluvial soils, new channels). **Virtual Field Trips** National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION	PR.4.2.A.2.	Explain the ways in which islands and coastal places may change as a result of sea level rise. **Virtual Field Trips** Galapagos Islands National Parks - Alaska & Hawaii
EXPECTATION	PR.4.2.A.3.	Explain how changes in climate may result in changes to places (e.g., drought and stressed vegetation, more precipitation and increased vegetation, warmer temperatures and longer growing seasons at higher latitudes). **Virtual Field Trips** Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado 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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent**

BENCHMARK	**PS.7.1.A.**	**Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to**
EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes). **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah 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.7.1.**	**Components of Earth's Physical Systems: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent**
BENCHMARK	**PS.7.1.B.**	**Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to**
EXPECTATION	PS.7.1.B.1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys). **Virtual Field Trips** Galapagos Islands National Parks - Nevada, California National Parks - Wyoming, Utah
EXPECTATION	PS.7.1.B.2.	Analyze the pattern of glacial features as a result of glacial retreat (e.g., moraines, kettle lakes, cirques). **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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 drives physical processes that follow an annual cycle and create patterns on Earth**
BENCHMARK	**PS.7.2.A.**	**Explain how Earth-Sun relationships drive Earth's physical processes and create annual patterns, as exemplified by being able to**

EXPECTATION	PS.7.2.A.1.	Explain the occurrences of weather phenomena in different locations due to annual changes in the Earth-Sun relationship (e.g., hurricanes in the fall in subtropical areas, monsoon rainfall, tornadoes in the mid-latitudes during the spring and summer). **Virtual Field Trips** African Safari Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California
EXPECTATION	PS.7.2.A.2.	Explain why the hours of visible sunlight changes with seasons (e.g., the equatorial region experiences approximately 12 hours of sunlight year round while places in the Arctic and Antarctic circles vary from 0 to 24 hours of visible sunlight). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8
EXPECTATION	PS.7.2.A.3.	Describe how the angle of the Sun's rays changes at different latitudes by shining a light directly on the equator of a globe and noting the change in the location (on the tropic lines) and angle of the direct rays as the tilted globe is moved to represent the different seasons. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

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 generate patterns of features across Earth's surface**
BENCHMARK	**PS.7.3.A.**	**Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to**
EXPECTATION	PS.7.3.A.2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains). **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
EXPECTATION	PS.7.3.A.3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

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: Components of ecosystems are interdependent**
BENCHMARK	**PS.8.1.A.**	**Describe how the components of ecosystems are connected and contribute to the energy of their own cycles, as exemplified by being able to**

EXPECTATION	PS.8.1.A.1.	Describe the flow of energy and the cycling of matter through an ecosystem (e.g., the food chain, photosynthesis). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
EXPECTATION	PS.8.1.A.3.	Identify and describe the variable components in an ocean ecosystem that influence the interdependencies in an ecosystem (e.g., water temperature, depth, salinity, acidity, plants, fish, and marine mammals in an aquatic ecosystem). **Virtual Field Trips** Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado 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: Components of ecosystems are interdependent**
BENCHMARK	**PS.8.1.B.**	**Construct a model to explain how an ecosystem works, as exemplified by being able to**
EXPECTATION	PS.8.1.B.1.	Construct a food chain or web of food chains by sequentially arranging pictures or samples of a variety of living things (e.g., fungi, insects, plants, animals) to identify interactions within ecosystems. **Virtual Field Trips** Galapagos Islands Who Lives On a Coral Reef?
EXPECTATION	PS.8.1.B.3.	Construct a flow chart to explain the interactions of components within an ecosystem (e.g., water cycle, oxygen and carbon dioxide exchange, producers, consumers, and decomposers). **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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: Physical processes determine the characteristics of ecosystems**
BENCHMARK	**PS.8.2.A.**	**Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to**

EXPECTATION	PS.8.2.A.1.	Describe the rain shadow effect of orographic precipitation and identify the different ecosystems on the windward and leeward side of a mountain range or island (e.g., temperate rain forest on the windward side and high desert on the leeward side of the Cascade Mountain Range). **Virtual Field Trips** National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION	PS.8.2.A.2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

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: Climate primarily determines the characteristics and geographic distribution of biomes**
BENCHMARK	**PS.8.3.A.**	**Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to**
EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

ESSENTIAL ELEMENT	**NGS.HS.**	**Human Systems**
STANDARD	**HS.10.**	**The characteristics, distribution, and complexity of Earth's cultural mosaics**
STRAND	**HS.10.2.**	**Patterns of Culture: Multiple cultural landscapes exist and vary across space**
BENCHMARK	**HS.10.2.A.**	**Explain how a cultural landscape is the physical expression of a culture, as exemplified by being able to**

EXPECTATION	HS.10.2.A.1.	Describe how human settlements and archaeological remains illustrate the human imprint on the physical environments they occupied (e.g., the Cahokia Mounds left by Native Americans in southern Illinois, Pompeii ruins in Italy as a result of the volcanic eruption in ancient times, speculation about the stone statuary on Easter Island). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties National Parks - Washington, Oregon, Idaho, Montana, Colorado

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to

EXPECTATION	HS.11.1.A.2.	Describe the sequence of activities that occur in the manufacture of products (e.g., in the production of a computerized sewing machine, the iron-ore mining is primary, smelting iron and steel are secondary, selling of the steel sewing machines is tertiary, and advertising is quaternary). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	Urban Forms and Functions: Land uses in urban areas are systematically arranged
BENCHMARK	HS.12.4.A.	Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to

EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

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: Human modifications of the physical environment in one place often lead to changes in other places
BENCHMARK	ES.14.1.A.	Describe and explain how human-induced changes in one place can affect the physical environment in other places, as exemplified by being able to

EXPECTATION	ES.14.1.A.1.	Describe and explain how the construction of dams and levees on rivers in one region affects places downstream (e.g., water availability for human consumption and agriculture, flood control, electricity generation, aquatic and riparian ecosystems). **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
EXPECTATION	ES.14.1.A.2.	Describe how human changes to land cover can have negative impacts on other areas (e.g., deforestation and downstream flooding, siltation, soil erosion). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

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 physical environment can both accommodate and be endangered by human activities**
BENCHMARK	**ES.14.3.A.**	**Analyze the positive and negative consequences of humans changing the physical environment, as exemplified by being able to**
EXPECTATION	ES.14.3.A.1.	Analyze the positive and negative effects of human actions on the lithosphere (e.g., land degradation and erosion, soil salinization and acidification). **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii The Sahara Desert
EXPECTATION	ES.14.3.A.3.	Analyze the ways humans can have positive effects on the physical environment (e.g., open green space protection, wetland restoration, sustainable forestry). **Virtual Field Trips** African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	**NGS.ES.**	**Environment and Society**
STANDARD	**ES.15.**	**How physical systems affect human systems**
STRAND	**ES.15.2.**	**Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global**
BENCHMARK	**ES.15.2.A.**	**Describe and explain the types and characteristics of hazards, as exemplified by being able to**

EXPECTATION	ES.15.2.A.1.	Identify and explain the types of threats posed to human settlement by different types of environmental hazards (e.g., wind destruction, fires, flooding, collapse of structures). **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
EXPECTATION	ES.15.2.A.2.	Construct a table of climate-related and tectonic-related hazards and explain the characteristics of each type of hazard. **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

ESSENTIAL ELEMENT	**NGS.ES.**	**Environment and Society**
STANDARD	**ES.15.**	**How physical systems affect human systems**
STRAND	**ES.15.2.**	**Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global**
BENCHMARK	**ES.15.2.B.**	**Explain the causes and locations of various types of environmental hazards, as exemplified by being able to**
EXPECTATION	ES.15.2.B.1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes). **Virtual Field Trips** Galapagos Islands
EXPECTATION	ES.15.2.B.2.	Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards. **Virtual Field Trips** Galapagos Islands

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: People can have different viewpoints regarding the meaning and use of resources**
BENCHMARK	**ES.16.1.A.**	**Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to**
EXPECTATION	ES.16.1.A.1.	Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

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 formation and spatial distribution of types of resources**
BENCHMARK	**ES.16.2.A.**	**Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to**
EXPECTATION	ES.16.2.A.2.	Describe the physical conditions necessary to generate electricity from flow resources (e.g., water, geothermal, solar, wind) and then identify on a US map potential locations for the generation of electricity from these flow resources. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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: Humans can manage resources to sustain or prolong their use**
BENCHMARK	**ES.16.3.A.**	**Explain how renewable resources can be continuously replenished through sustainable use, as exemplified by being able to**
EXPECTATION	ES.16.3.A.1.	Describe and explain how sustainable management techniques can be applied in farming, forestry, and fishing (e.g., soil banks and contour plowing, sustainable timber harvesting practices, aquaculture). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Nevada, California

National Geography Standards (NGS)

Social Studies

Grade: **6** - 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: The advantages and disadvantages of using different geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualizations for analyzing spatial distributions and patterns**
BENCHMARK	**WST.1.1.B.**	**Evaluate the appropriate use of geospatial representations for specific geographic tasks, such as analyzing spatial distributions and patterns, as exemplified by being able to**
EXPECTATION	WST.1.1.B.3.	Compare the patterns shown by geographic representations at different scales (e.g., neighborhood, city, state, country). Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor 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: The acquisition and organization of geospatial data to construct geographic representations**
BENCHMARK	**WST.1.2.A.**	**Identify the variety of geospatial data sources (e.g., student-generated data such as surveys, observations, and fieldwork or data sources such as US Census data, US Geological Survey (USGS), and the United Nations) and formats (e.g., digital databases, text, tables, images), as exemplified by being able to**
EXPECTATION	WST.1.2.A.1.	Identify examples of different sources of geospatial data related to population, land forms, road networks, weather, etc. (e.g., Census Bureau, [USGS], Environmental Protection Agency). **Virtual Field Trips** Canada: Our Northern Neighbor

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.1.4.**	**Using Geographic Representations: The use of geographic representations to ask and answer geographic questions**
BENCHMARK	**WST.1.4.A.**	**Analyze geographic representations to ask and answer questions about spatial distributions and patterns, as exemplified by being able to**
EXPECTATION	WST.1.4.A.1.	Analyze printed and digital maps to observe spatial distributions and patterns to generate and answer geographic questions (e.g., use digital census data to determine demographic patterns in a state, or analyze census data and transportation routes to identify and locate services, such as a day-care center or stores needed in a region). **Virtual Field Trips** Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert

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.2.2.**	**Developing Mental Maps: Mental maps can change and become more accurate with direct experience (such as travel) and indirect experience (such as media exposure and looking at other maps)**
BENCHMARK	**WST.2.2.A.**	**Identify from memory with increasing detail and accuracy mental maps of a place or region, as exemplified by being able to**
EXPECTATION	WST.2.2.A.1.	Identify from memory the locations of major cities in the student's state with accuracy in both the scale and locations. **Virtual Field Trips** Washington, DC - Grades 6 - 8
EXPECTATION	WST.2.2.A.2.	Identify from memory the locations and boundaries of all adjacent states and major cities in those states. **Virtual Field Trips** Washington, DC - Grades 6 - 8

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, characteristics, and patterns of places and regions**
BENCHMARK	**WST.2.3.A.**	**Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to**
EXPECTATION	WST.2.3.A.1.	Identify from memory and describe the patterns of coastal population density and place characteristics to explain why people may choose to live where they do in the world. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	WST.2.3.A.3.	Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

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 spatial concepts, such as accessibility, dispersion, density, and interdependence**
BENCHMARK	**WST.3.1.A.**	**Describe 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.1.	Describe spatial concepts, such as population density, transportation networks or linkages, and urban or city growth patterns using paper or digital maps. **Virtual Field Trips** Canada: Our Northern Neighbor

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 spatial processes that shape human and physical systems**
BENCHMARK	**WST.3.3.A.**	**Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to**
EXPECTATION	WST.3.3.A.1.	Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba

EXPECTATION	WST.3.3.A.3.	Describe urban models, such as sector or ring models, using a digital globe or map (e.g., Paris as an example of a sector model, Moscow as an example of a ring model). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts

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: Personal, community, and national identities are rooted in and attached to places
BENCHMARK	PR.4.1.A.	Explain how personal, community, or national identities are based on places, as exemplified by being able to
EXPECTATION	PR.4.1.A.1.	Describe and explain the factors that contribute to the identity of being from a specific place (e.g., a “New Yorker,” a “Southerner,” a “Texan,” a postal code such as 90210). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	PR.4.1.A.2.	Explain how a place-based identity results from the characteristics of a place (e.g., environmentally conscious Inuit of Northwest Canada, seafaring traditions of Gloucester Harbor, Massachusetts, nomadic herders in the eastern steppes of Mongolia). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	PR.4.1.A.3.	Explain how place-based identities can sometimes result in stereotypes of people from a specific place (e.g., fitness-conscious people from Colorado, cowboys from Wyoming or Texas, miners from Appalachia, coffee-drinking people from Seattle). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Place: Physical and human characteristics of places change
BENCHMARK	PR.4.2.B.	Explain the ways that human processes change places, as exemplified by being able to
EXPECTATION	PR.4.2.B.1.	Describe and explain how the introduction of a new industry or the closing of an existing industry could change the characteristics of a place. **Virtual Field Trips** Canada: Our Northern Neighbor

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: Different types of regions are used to organize and interpret areas of Earth's surface
BENCHMARK	PR.5.1.A.	Identify and explain the criteria used to define formal, functional, and perceptual regions, as exemplified by being able to
EXPECTATION	PR.5.1.A.1.	Identify and explain the bases for the formal region(s), functional region(s), and perceptual region(s) for the community or state where the students live (e.g., for Michigan, the Kalamazoo-Battle Creek Metropolitan Statistical Area is a formal region, the fruit belt in Southwest Michigan is a functional region, Kalamazoo as the snow belt capital of Lake Michigan is a perceptual region). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	PR.5.1.A.3.	Analyze collected maps with regional labels as examples of formal, functional, or perceptual regions (e.g., maps of physical regions as formal, weather maps as functional, tourist maps as perceptual). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.2.	Regional Change: The boundaries and characteristics of regions change
BENCHMARK	PR.5.2.A.	Describe and explain the changes in the boundaries and characteristics of regions, as exemplified by being able to
EXPECTATION	PR.5.2.A.1.	Describe and explain how the formal regional boundaries and names of US territories and states have changed over time. **Virtual Field Trips** Barcelona

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's different perceptions of places and regions are influenced by their life experiences
BENCHMARK	PR.6.1.A.	Describe examples of how perceptions of places and regions are based on direct experiences (e.g., living in a place, travel) and indirect experiences (e.g., media, books, family, and friends), as exemplified by being able to

EXPECTATION	PR.6.1.A.1.	Describe students' perceptions of a place that are based on indirect sources (e.g., television, films, movies, travel brochures). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
EXPECTATION	PR.6.1.A.2.	Describe students' perceptions of a place that are based on direct sources (e.g., visiting the place, multiple visits, or residing in the place). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
ESSENTIAL ELEMENT	**NGS.PR.**	**Places and Regions**
STANDARD	**PR.6.**	**How culture and experience influence people's perceptions of places and regions**
STRAND	**PR.6.2.**	**Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences**
BENCHMARK	**PR.6.2.A.**	**Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to**
EXPECTATION	PR.6.2.A.2.	Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums). **Virtual Field Trips** Exploring Cuba
EXPECTATION	PR.6.2.A.3.	Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family). **Virtual Field Trips** Exploring Cuba
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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent**
BENCHMARK	**PS.7.1.A.**	**Identify and describe patterns in the environment that result from the interaction of Earth's physical processes, as exemplified by being able to**

EXPECTATION	PS.7.1.A.2.	Identify and describe the patterns that result from the connections between climate and vegetation (e.g., examples of patterns of ecosystems and biomes). **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION	PS.7.1.A.3.	Identify and describe the patterns of physical features that result from erosion and deposition (e.g., estuaries and deltas, canyons, alluvial plains, sand dunes). **Virtual Field Trips** National Parks - Wyoming, Utah

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: The four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere) are interdependent
BENCHMARK	PS.7.1.B.	Analyze and explain patterns of physical features resulting from the interactions of Earth's physical processes, as exemplified by being able to

EXPECTATION	PS.7.1.B.1.	Analyze maps of tectonic plates to predict the location of physical features (e.g., mountain ranges, volcanoes, rift valleys). **Virtual Field Trips** National Parks - Alaska & Hawaii

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 generate patterns of features across Earth's surface
BENCHMARK	PS.7.3.A.	Analyze and explain the patterns that occur on Earth's surface as a result of physical processes, as exemplified by being able to

EXPECTATION	PS.7.3.A.2.	Explain how physical processes related to plate tectonics form islands (e.g., Hawaiian Islands) or increase the elevation of mountains (e.g., Himalayan Mountains). **Virtual Field Trips** National Parks - Alaska & Hawaii
EXPECTATION	PS.7.3.A.3.	Explain the effects of erosion processes on landscape features over time (e.g., Chimney Rock, Devil's Tower, Grand Canyon, Arches National Park). **Virtual Field Trips** National Parks - Wyoming, Utah

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: Physical processes determine the characteristics of ecosystems
BENCHMARK	PS.8.2.A.	Describe and explain how physical processes determine the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A.2.	Explain how different locations can have similar ecosystems as a function of temperature, precipitation, elevation, and latitude by using climographs and vegetation maps. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah 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: Climate primarily determines the characteristics and geographic distribution of biomes
BENCHMARK	PS.8.3.A.	Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to
EXPECTATION	PS.8.3.A.3.	Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba The Sahara Desert

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.1.	Characteristics of Population: Demographic concepts help explain the structures of populations
BENCHMARK	HS.9.1.A.	Describe and explain the demographic concepts of fertility and mortality, crude birth and death rates, natural increase and doubling time, race and ethnicity, as exemplified by being able to

EXPECTATION	HS.9.1.A.2.	Describe how the rate of natural increase is calculated and how it contributes to determining the population growth rate of a country. **Virtual Field Trips** Canada: Our Northern Neighbor

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: The distribution and density of population varies over space and time
BENCHMARK	HS.9.2.B.	Analyze and explain the variations of population distribution on national and global scales, as exemplified by being able to

EXPECTATION	HS.9.2.B.3.	Analyze and explain how the population distribution and density vary by continent. **Virtual Field Trips** Canada: Our Northern Neighbor

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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.B.	Identify and explain push and pull factors influencing decisions to migrate, as exemplified by being able to

EXPECTATION	HS.9.3.B.1.	Identify and explain the role of pull factors (e.g., better jobs, cultural opportunities, better education) as reasons for migration. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8
EXPECTATION	HS.9.3.B.2.	Identify and explain the role of push factors (e.g., political unrest or war, famine, loss of jobs) as reasons for migration. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8

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: There are multiple causes and effects of migration
BENCHMARK	HS.9.3.C.	Describe the consequences of migration for people as well as on the origin and destination places, as exemplified by being able to

EXPECTATION	HS.9.3.C.1.	Identify and describe positive and negative impacts that might occur at the places of origin for emigration (e.g., falling real estate prices, money being sent back home by migrants, fewer people to pay taxes resulting in reduced government resources in the original location). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8

EXPECTATION	HS.9.3.C.2.	Identify and describe positive and negative impacts that might occur at migration destinations (e.g., increased real estate prices, more competition for jobs and possible impact on local wage rates, increased tax base, increased economic activity). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 6-8

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: There are many different cultures, each with its own distinctive characteristics
BENCHMARK	HS.10.1.A.	Compare the cultural characteristics of different cultures, as exemplified by being able to

EXPECTATION	HS.10.1.A.2.	Describe and explain how a cultural characteristic from one culture may be adopted in another culture (e.g., sushi bar at a truck stop, African drumming patterns in US music, cultural holiday customs practiced in new locations). **Virtual Field Trips** Ancient China - Qin & Han Dynasties
EXPECTATION	HS.10.1.A.3.	Describe and explain the spatial patterns of different cultural characteristics across regions or countries (e.g., the pattern of languages and dialects within a country, the architectural styles predominant in rural areas of European countries, the worldwide distribution of different religions). **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	Patterns of Culture: Multiple cultural landscapes exist and vary across space
BENCHMARK	HS.10.2.B.	Compare different cultural landscapes, as exemplified by being able to

EXPECTATION	HS.10.2.B.2.	Compare the cultural landscapes of urban and suburban residential areas in terms of the amount of space, population density, and horizontal versus vertical use of space. **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.A.	Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION	HS.10.3.A.1.	Describe and explain how connections between cultures may result in the sharing of cultural characteristics (e.g., migration, travel, educational exchange programs). **Virtual Field Trips** Barcelona
EXPECTATION	HS.10.3.A.2.	Describe and explain how the increased knowledge and use of a common language increases the opportunities for cultural diffusion. **Virtual Field Trips** Canada: Our Northern Neighbor
EXPECTATION	HS.10.3.A.3.	Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology
BENCHMARK	HS.10.3.B.	Explain the diffusion of a cultural characteristic, such as religious belief, music style, and architecture, as exemplified by being able to
EXPECTATION	HS.10.3.B.3.	Explain how the spread of religious structures follow from processes of colonization (e.g., Catholic cathedrals and missions spread from Europe to the New World as a result of European exploration and colonization). **Virtual Field Trips** London - City of Pomp & Majesty

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.1.	Economic Activities: The functions of different types of economic activities
BENCHMARK	HS.11.1.A.	Describe and analyze the functions of economic activities in the primary, secondary, tertiary, and quaternary sectors, as exemplified by being able to
EXPECTATION	HS.11.1.A.1.	Analyze a list of economic activities and identify them as primary (e.g., forestry, copper mining, and growing coffee), secondary (e.g., producing furniture, copper wire, and grinding coffee beans), tertiary (e.g., furniture sales, selling copper wire, and selling latte) or quaternary (e.g., advertising and marketing research) activities. **Virtual Field Trips** Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.2.	Location and Spatial Patterns of Economic Activities: Access to factors of production, such as capital, labor, raw materials, and energy, influence the location of economic activities
BENCHMARK	HS.11.2.A.	Compare and explain the advantages of one location over another in the access to factors of production, as exemplified by being able to

EXPECTATION	HS.11.2.A.1.	Explain why certain locations have developed a reputation for producing specific goods or services (e.g., Wyoming is known for its coal and natural gas deposits, China is known for assembly and manufacturing labor, New York is known as a center for investment capital). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
EXPECTATION	HS.11.2.A.2.	Construct and analyze maps of the relationships between the different resources in various manufacturing industries (e.g., automobiles with the sources for glass, tires, sheet metal, and assembly locations; computers with the sources for circuit boards, software, electrical components, wireless chips, and assembly locations). **Virtual Field Trips** Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.1.	Functions of Settlements: Different types of functions can influence the success or failure of settlements
BENCHMARK	HS.12.1.A.	Describe the typical functions of settlements and explain how they might influence the success or failure of a settlement, as exemplified by being able to

EXPECTATION	HS.12.1.A.1.	Describe and explain the reasons people may choose to settle in cities (e.g., diverse employment opportunities, educational and cultural opportunities, sports and entertainment venues, health and social services, public transportation alternatives, retail shopping centers). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
EXPECTATION	HS.12.1.A.2.	Describe and explain the reasons why people may choose to move away from cities (e.g., high crime rates, congested traffic, lack of adequate health and social services, inadequate education facilities). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	Functions of Settlements: A combination of a favorable location and human activities lead to the growth of settlements
BENCHMARK	HS.12.2.A.	Explain the human activities in favorable locations that attracted people and resulted in the development of settlements, as exemplified by being able to

EXPECTATION	HS.12.2.A.1.	Describe and explain the human activities (e.g., trade, political administration, transportation, exploiting resources) that led to the development of cities (e.g., Shanghai is a major world port and commercial city, Pittsburgh was a transportation and iron and steel center near large deposits of coal, Singapore is located along one of the world's major ocean transportation corridors). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
EXPECTATION	HS.12.2.A.2.	Analyze the growth of three major world cities and explain reasons why their locations may have been favorable for human activities resulting in the development of these places. **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
EXPECTATION	HS.12.2.A.3.	Describe and explain how recent human activities contributed to the development of cities in different locations (e.g., development of electrical energy capacity and air conditioning in southern US cities, irrigation to increase the number of golf courses in resort towns, tax incentives or policies encouraging new business development). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
ESSENTIAL ELEMENT	**NGS.HS.**	**Human Systems**
STANDARD	**HS.12.**	**The processes, patterns, and functions of human settlement**
STRAND	**HS.12.3.**	**Patterns of Settlements: There are patterns of settlements in regions**
BENCHMARK	**HS.12.3.A.**	**Compare and explain the location, number, and sizes of settlements in regions, as exemplified by being able to**
EXPECTATION	HS.12.3.A.1.	Analyze maps and satellite images and compare different types of settlement patterns observed across regions (e.g., linear rural settlement along roadways, railways, and rivers; urban centers that spread from a central node; village clusters or rural landscapes; seaport settlements that are interrupted by water, such as a water body or a large river). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
EXPECTATION	HS.12.3.A.2.	Explain possible reasons why some locations can support more population in settlements than other locations. **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

EXPECTATION	HS.12.3.A.3.	Compare the settlement patterns in three different regions of the world and describe the particular patterns (e.g., linear patterns, clustered patterns, dispersed patterns). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
ESSENTIAL ELEMENT	**NGS.HS.**	**Human Systems**
STANDARD	**HS.12.**	**The processes, patterns, and functions of human settlement**
STRAND	**HS.12.4.**	**Urban Forms and Functions: Land uses in urban areas are systematically arranged**
BENCHMARK	**HS.12.4.A.**	**Describe and analyze the spatial patterns of land use in cities, as exemplified by being able to**
EXPECTATION	HS.12.4.A.1.	Analyze a city map and describe the differences in the spatial patterns of the central business district (CBD) versus residential areas (e.g., flowing traffic patterns to facilitate business versus cul-de-sac design in residential areas that restricts traffic). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
EXPECTATION	HS.12.4.A.3.	Identify and describe a controversial land-use issue in the community and analyze the advantages and disadvantages of making the change in use (e.g., widening a street for more lanes of traffic, tearing down an old building for a new park, converting green space into a new building complex). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
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: The types of boundaries used to define territorial division**
BENCHMARK	**HS.13.1.A.**	**Explain the types of boundaries based on physical and human characteristics, as exemplified by being able to**
EXPECTATION	HS.13.1.A.3.	Identify and explain the use of defense lines and frontier outposts to control Earth's surface (e.g., China's Great Wall, Hadrian's Wall, Berlin Wall, Maginot Line, Korean Peninsula Demilitarized Zone). **Virtual Field Trips** Ancient China - Qin & Han Dynasties
EXPECTATION	HS.13.1.A.4.	Explain why states in regions of the United States typically have different kinds of boundaries (e.g., the eastern state lines reflect metes and bounds, the Midwest has baselines of latitude and longitude and water boundaries, the use of township and range system in the West). **Virtual Field Trips** Barcelona
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 characteristics of a physical environment provide opportunities for and impose constraints on human activities**
BENCHMARK	**ES.15.1.A.**	**Explain how the characteristics of different physical environments offer opportunities for human activities, as exemplified by being able to**
EXPECTATION	ES.15.1.A.1.	Describe and explain the environmental characteristics that people consider when deciding on locations for human activities (e.g., locating a waterwheel at a river's fall line for power, locating a ski resort in a high snowfall area with easy access for recreational skiers, farming on fertile flood plains for high crop yields). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

ESSENTIAL ELEMENT	**NGS.ES.**	**Environment and Society**
STANDARD	**ES.15.**	**How physical systems affect human systems**
STRAND	**ES.15.2.**	**Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global**
BENCHMARK	**ES.15.2.B.**	**Explain the causes and locations of various types of environmental hazards, as exemplified by being able to**
EXPECTATION	ES.15.2.B.1.	Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes). **Virtual Field Trips** Exploring Cuba National Parks - Alaska & Hawaii
EXPECTATION	ES.15.2.B.2.	Identify the tectonic plate boundaries on a map and analyze the most likely locations of future earthquakes and volcanoes based on an explanation for the causes of these environmental hazards. **Virtual Field Trips** National Parks - Alaska & Hawaii

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: People can have different viewpoints regarding the meaning and use of resources**
BENCHMARK	**ES.16.1.A.**	**Describe examples of how cultures differ in their definition and use of resources, as exemplified by being able to**
EXPECTATION	ES.16.1.A.1.	Describe differences in the types of resources used in different geographic contexts in various parts of the world (e.g., the use of wood or animal dung versus electricity or natural gas as a cooking fuel, the use of electrical appliances versus doing household chores by hand). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

EXPECTATION	ES.16.1.A.3.	Describe how cultures value things differently in terms of resource use (e.g., Old Order Amish choose not to use petroleum and electricity, Muslims and Jews choose not to use pork as a food source, many cultures around the world choose not to use insects as food source). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

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 formation and spatial distribution of types of resources**
BENCHMARK	**ES.16.2.A.**	**Describe the physical processes that influence the formation and therefore spatial distribution of renewable, nonrenewable, and flow resources, as exemplified by being able to**
EXPECTATION	ES.16.2.A.3.	Describe the physical processes that support the quantity and quality of renewable resources and how the resulting distribution may make them more or less useful. **Virtual Field Trips** Canada: Our Northern Neighbor

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: Humans can manage resources to sustain or prolong their use**
BENCHMARK	**ES.16.3.B.**	**Explain how humans can use technology to prolong the supply of nonrenewable resources and utilize flow resources, as exemplified by being able to**
EXPECTATION	ES.16.3.B.3.	Explain how the development of new technologies can maintain or prolong the supply of nonrenewable resources (e.g., deep-water ocean drilling platforms, advanced oil recovery techniques for oil-shale deposits). **Virtual Field Trips** Canada: Our Northern Neighbor

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: A historical event is influenced by the geographic context (the human and physical characteristics of places and environments) in which it occurred**
BENCHMARK	**UG.17.1.A.**	**Analyze and explain the influence of the geographic context on historical events, as exemplified by being able to**
EXPECTATION	UG.17.1.A.1.	Analyze the significance of physical features that have influenced historical events (e.g., the role of hydrologic features such as the fall line, Cumberland Gap, the Ohio River, the Ogallala Aquifer, or artesian wells of the Great Plains in the settlement of the United States, the role of ocean currents and prevailing winds in exploration by Columbus, the forced transport of Africans to North and South America). **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments
BENCHMARK	UG.17.2.A.	Describe and explain changes in the geographic characteristics and spatial organizations of places, regions, and environments in the past, as exemplified by being able to
EXPECTATION	UG.17.2.A.3.	Describe the changes in the spatial organization of cities over the past 100 years (e.g., the effects of suburbanization, freeway systems, public transit, skyscrapers, shopping malls). **Virtual Field Trips** Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts

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: Historical events were influenced by people's perceptions of places, regions, and environments
BENCHMARK	UG.17.3.A.	Explain how historical events were influenced by people's perceptions of people, places, regions, and environments, as exemplified by being able to
EXPECTATION	UG.17.3.A.1.	Explain how geographic perceptions impacted decisions of and actions by an individual, a group, or a nation (e.g., the perception of land uses and its values leading to the creation and later dissolution of the Indian Territory in the United States, views held resulting in Australia initially being used as a penal colony, perceptions of desert regions as resource-poor changed when oil was discovered). **Virtual Field Trips** Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor

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) provide the basis for problem solving and planning
BENCHMARK	UG.18.1.B.	Describe and analyze the influences of geographic contexts on the process of planning for the future, as exemplified by being able
EXPECTATION	UG.18.1.B.1.	Identify areas in a community with potential for growth and describe the geographic considerations for planning for future transportation and city services (e.g., schools, parks, sewage treatment plants, water and energy services). **Virtual Field Trips** Barcelona

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: Change occurs in the geographic characteristics and spatial organization of places, regions, and environments

BENCHMARK	**UG.18.2.A.**	**Describe and explain current changes in the geographic characteristics and spatial organizations of places, regions, and environments and predict how they may be different in the future, as exemplified by being able to**
EXPECTATION	UG.18.2.A.3.	Explain why the majority of emerging megacities will continue to be located in South and East Asia. **Virtual Field Trips** Tokyo - City of Contrasts

Main Criteria: Next Generation Science Standards (NGSS)
Secondary Criteria: Virtual Field Trips Subject: Science

Grade: 6
Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)
Science
Grade: **6** - Adopted: **2013**

STRAND	NGSS.MS-PS	PHYSICAL SCIENCE
TITLE	MS-PS1	Matter and Its Interactions
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-PS1-3	Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

STRAND	NGSS.MS-LS	LIFE SCIENCE
TITLE	MS-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-LS1-4	Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively. Virtual Field Trips How Coral Reefs Are Formed
PERFORMANCE EXPECTATION	MS-LS1-5	Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms. Virtual Field Trips Galapagos Islands How Coral Reefs Are Formed
PERFORMANCE EXPECTATION	MS-LS1-8	Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories. Virtual Field Trips Who Lives On a Coral Reef?

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

PERFORMANCE EXPECTATION	MS-LS2-2	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. **Virtual Field Trips** African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	MS-LS2-3	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **Virtual Field Trips** Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. **Virtual Field Trips** African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
STRAND	**NGSS.MS-ESS**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS2**	**Earth's Systems**
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	MS-ESS2-1	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
PERFORMANCE EXPECTATION	MS-ESS2-2	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
PERFORMANCE EXPECTATION	MS-ESS2-3	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. **Virtual Field Trips** National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
PERFORMANCE EXPECTATION	MS-ESS2-5	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. **Virtual Field Trips** Canada: Coast to Coast
PERFORMANCE EXPECTATION	MS-ESS2-6	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. **Virtual Field Trips** Galapagos Islands
STRAND	**NGSS.MS-ESS**	**EARTH AND SPACE SCIENCE**
TITLE	**MS-ESS3**	**Earth and Human Activity**
		Students who demonstrate understanding can:
PERFORMANCE EXPECTATION	MS-ESS3-1	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert

PERFORMANCE EXPECTATION	MS-ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. **Virtual Field Trips** African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	MS-ESS3-4	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. **Virtual Field Trips** Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Who Lives On a Coral Reef?
PERFORMANCE EXPECTATION	MS-ESS3-5	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. **Virtual Field Trips** Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?