

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: K

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: K - Adopted: 2010

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

LEARNING EXPECTATION	1.1.1.	'Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Virtual Field Trips

Grade 1 - Families and Neighbors

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.2.	Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Virtual Field Trips

Grade 1 - Families and Neighbors

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.3.	How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

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

Virtual Field Trips

Grade 1 - Families and Neighbors

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

LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Virtual Field Trips Grade 1 - Families and Neighbors
LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups. Virtual Field Trips Grade 1 - Life Long Ago

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	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Virtual Field Trips Grade 1 - Life Long Ago
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Life Long Ago

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Virtual Field Trips Grade 1 - The Earth Around Us Washington, DC - Grades K - 5
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. Virtual Field Trips Grade 1 - Life Long Ago
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Virtual Field Trips Grade 1 - Life Long Ago

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENT S
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Virtual Field Trips Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Virtual Field Trips Grade 1 - The Earth Around Us
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Virtual Field Trips Jerusalem - Then and Now (Younger Grades)

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

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us

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

LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups. Virtual Field Trips Grade 1 - Families and Neighbors
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special. Virtual Field Trips Grade 1 - The Earth Around Us Washington, DC - Grades K - 5
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;. Virtual Field Trips Grade 1 - Families and Neighbors
LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. Virtual Field Trips Grade 1 - Families and Neighbors
LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. Virtual Field Trips Grade 1 - Families and Neighbors
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Virtual Field Trips Grade 1 - Life Long Ago

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.1. Rules and laws can serve to support order and protect individual rights.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION 6.1.2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

LEARNING EXPECTATION 6.1.3. Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION 6.1.4. The basic elements of government in the United States: executive, legislative, and judicial authority.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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CATEGORY	6.2.	PROCESSES - Learners will be able to:

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

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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CATEGORY	6.3.	PRODUCTS - Learners demonstrate understanding by:

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

Virtual Field Trips

Grade 1 - All About Work

LEARNING EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem. Virtual Field Trips Grade 1 - All About Work

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

LEARNING EXPECTATION	7.1.2.	The difference between needs and wants.

Virtual Field Trips
Grade 1 - All About Work

LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses.

Virtual Field Trips
Grade 1 - All About Work

LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government.

Virtual Field Trips
Grade 1 - All About Work

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	7.2.2.	Analyze the differences between wants and needs.

Virtual Field Trips
Grade 1 - All About Work

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

LEARNING EXPECTATION	7.3.4.	Designing and using a classroom currency, demonstrating the functions of money.

Virtual Field Trips
Grade 1 - All About Work

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

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	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections. <u>Virtual Field Trips</u> Grade 1 - All About Work

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	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Virtual Field Trips Grade 1 - Families and Neighbors Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 1 - All About Work

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	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Virtual Field Trips Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION	10.1.3.	Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Virtual Field Trips Grade 1 - Let's Learn About the Government

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

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Virtual Field Trips Grade 1 - Let's Learn About the Government

LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government
LEARNING EXPECTATION	10.2.7.	Examine the influence of citizens and officials on policy decisions. Virtual Field Trips Grade 1 - Let's Learn About the Government
THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	10.3.1.	Participating in civic discussion and action about a school or community issue. Virtual Field Trips Grade 1 - All About Work
LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Virtual Field Trips Grade 1 - Let's Learn About the Government
LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Virtual Field Trips Grade 1 - All About Work

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: K

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: K - Adopted: 2012

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

EXPECTATION PS.7.1.A. 2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

Virtual Field Trips

Grade 1 - The Earth Around Us

EXPECTATION PS.7.1.A. 3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Virtual Field Trips

Grade 1 - The Earth Around Us

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
		Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A.	Identify examples of physical processes, as exemplified by being able to
EXPECTATION	PS.7.3.A. 1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
		Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B.	Describe how physical processes shape features on Earth's surface, as exemplified by being able to
EXPECTATION	PS.7.3.B. 2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
		Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4.A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to
EXPECTATION	HS.11.4.A. .2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.
		Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A .1.	Identify and describe the changes in local habitats that resulted from human activities. Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to
EXPECTATION	ES.16.1.A .1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories. Virtual Field Trips Grade 1 - The Earth Around Us
EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources. Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.3.	Sustainable Resource Use and Management: The sustainable use of resources in daily life
BENCHMARK	ES.16.3.A.	Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to
EXPECTATION	ES.16.3.A .1.	Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value. Virtual Field Trips Grade 1 - The Earth Around Us
ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1.	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to
EXPECTATION	UG.18.1.A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively. Virtual Field Trips Grade 1 - The Earth Around Us

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

National Geography Standards (NGS)

Social Studies

Grade: K - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION WST.2.4.A.1. Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

EXPECTATION WST.2.4.A.3. Describe the differences in students' views of a popular community attraction based on the details in their mental maps.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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

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

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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

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

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

EXPECTATION PR.5.1.A. Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).

Virtual Field Trips

Washington, DC - Grades K - 5

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

EXPECTATION PR.6.1.A. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface

STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

EXPECTATION PS.7.1.A. 3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

EXPECTATION PS.8.1.A. 3. Describe local ecosystems by surveying and recording the properties of their components.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.9.	The characteristics, distribution, and migration of human populations on Earth's surface
STRAND	HS.9.2.	Spatial Distribution of Population: People live in many different places on Earth

BENCHMARK	HS.9.2.B	Explain why people live in different types of places, as exemplified by being able to

EXPECTATION HS.9.2.B. 1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

[Virtual Field Trips](#)

[Grade 1 - The Earth Around Us](#)

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

EXPECTATION HS.9.3.C. 2. Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).

[Virtual Field Trips](#)

[Grade 1 - Life Long Ago](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION HS.10.1.A. 1. Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).

[Virtual Field Trips](#)

[Grade 1 - Families and Neighbors](#)

EXPECTATION HS.10.1.A.3. Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.

[Virtual Field Trips](#)

[Grade 1 - Life Long Ago](#)

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

EXPECTATION HS.12.1.A. 1. Identify and describe the services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) available in the student's town or city and explain why people may view these as benefits to living in the community.

[Virtual Field Trips](#)

[Grade 1 - All About Work](#)

EXPECTATION	HS.12.1.A.2.	Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements.
		Virtual Field Trips Grade 1 - All About Work

EXPECTATION	HS.12.1.A.3.	Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently.
		Virtual Field Trips Grade 1 - All About Work

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

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
		Virtual Field Trips Grade 1 - The Earth Around Us Washington, DC - Grades K - 5

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A.2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).
		Virtual Field Trips Grade 1 - The Earth Around Us

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

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
		Virtual Field Trips Grade 1 - Let's Learn About the Government

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

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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

EXPECTATION ES.15.1.A.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

EXPECTATION ES.15.1.A.3. Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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

EXPECTATION ES.15.1.B.2. Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

Virtual Field Trips

Grade 1 - The Earth Around Us

Main Criteria: Next Generation Science Standards (NGSS)
Secondary Criteria: Virtual Field Trips **Subject:** Science
Grade: K
Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: K - Adopted: 2013

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 1

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 1 - Adopted: 2010

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

LEARNING EXPECTATION	1.1.1.	'Culture" refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.2.	Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.3.	How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	1.1.4.	How culture may change in response to changing needs and concerns.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Living Together

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Living Together

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

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

THEME	NCSS.1.	CULTURE

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

LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.

Virtual Field Trips
 Grade 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 2 - Living Together

LEARNING EXPECTATION 1.2.2. Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.

Virtual Field Trips
 Grade 1 - Families and Neighbors
 Grade 2 - Living Together
 Grade 2 - Work and Money

LEARNING EXPECTATION 1.2.5. Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups.

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

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

LEARNING EXPECTATION 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change.

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

LEARNING EXPECTATION 2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

Virtual Field Trips
 Grade 1 - Families and Neighbors
 Grade 1 - Life Long Ago
 Grade 2 - Early Americans
 Grade 2 - Living Together

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.

Virtual Field Trips
 Grade 1 - The Earth Around Us
 Grade 2 - Early Americans
 Washington, DC - Grades K - 5

LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. <u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Virtual Field Trips Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments. Virtual Field Trips Grade 2 - Land and Water Around Us

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

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together
LEARNING EXPECTATION	3.2.2.	Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies. Virtual Field Trips Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present. Virtual Field Trips Grade 2 - Land and Water Around Us

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	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments. Virtual Field Trips Grade 2 - Land and Water Around Us

THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Early Americans Washington, DC - Grades K - 5
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 2 - Early Americans
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. <u>Virtual Field Trips</u> Grade 2 - Work and Money
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. <u>Virtual Field Trips</u> Grade 2 - Our Government At Work
THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE

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

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

Virtual Field Trips
 Grade 1 - Let's Learn About the Government
 Grade 2 - Our Government At Work
 Washington, DC - Grades K - 5

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

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

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

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

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

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

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

Virtual Field Trips
 Grade 2 - Work and Money

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

LEARNING EXPECTATION 7.1.5. The characteristics and functions of money and its uses.

Virtual Field Trips
 Grade 1 - All About Work
 Grade 2 - Work and Money

LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

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

LEARNING EXPECTATION	7.2.1.	Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community. Virtual Field Trips Grade 2 - Work and Money

LEARNING EXPECTATION	7.2.2.	Analyze the differences between wants and needs. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

LEARNING EXPECTATION	7.2.4.	Examine and evaluate different methods for allocating scarce goods and services in the school and community. Virtual Field Trips Grade 2 - Work and Money

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

LEARNING EXPECTATION	7.3.4.	Designing and using a classroom currency, demonstrating the functions of money. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. Virtual Field Trips Grade 1 - Life Long Ago

LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago

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

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

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

LEARNING EXPECTATION	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

LEARNING EXPECTATION	9.1.5.	The pace of global change has quickened in recent times. Virtual Field Trips Grade 2 - Work and Money
THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	9.2.1.	Ask and find answers to questions about the connections we have to other people and places around the globe. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Virtual Field Trips Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

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	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work

LEARNING EXPECTATION	10.1.3.	Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money

LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work

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

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money

LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work

LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money

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

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 1 - Adopted: 2012

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

EXPECTATION PS.7.1.A. 2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

EXPECTATION PS.7.1.A. 3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

EXPECTATION	PS.7.2.A. 1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

EXPECTATION	PS.7.3.A. 1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting). Virtual Field Trips Grade 1 - The Earth Around Us

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

EXPECTATION	PS.7.3.B. 2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

EXPECTATION	HS.11.4.A. 2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. Virtual Field Trips Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

EXPECTATION ES.16.1.A.3. Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

EXPECTATION ES.16.3.A.1. Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2	Changes in Geographic Contexts: Places, regions, and environments change over time

BENCHMARK	UG.17.2.A.	Analyze how places, regions, and environments change over time, as exemplified by being able to

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

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

EXPECTATION	UG.18.1.A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.
		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

EXPECTATION	UG.18.2.A.1.	Describe how to plan for the environmental future of a place by completing the following statements: "I will keep...." "I will change...." and "I will remove...."
		<u>Virtual Field Trips</u> Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

National Geography Standards (NGS)

Social Studies

Grade: 1 - Adopted: 2012

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

EXPECTATION	WST.1.1. A.2.	Identify and describe the functions of a variety of geographic representations. Virtual Field Trips Grade 2 - Land and Water Around Us
ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1 .B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

EXPECTATION	WST.1.1. B.1.	Identify the maps or types of maps most appropriate for specific purposes, (e.g., to locate physical and/or human features, to determine the shortest route from one town to another town, to compare the number of people living at two or more locations). Virtual Field Trips Grade 2 - Land and Water Around Us

EXPECTATION	WST.1.1. B.2.	Describe how a variety of geographic representations (maps, globes, graphs, diagrams, aerial and other photographs, GPS) are used to communicate different types of information. Virtual Field Trips Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4 .A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION	WST.2.4. A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together

EXPECTATION	WST.2.4. A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

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

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

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

EXPECTATION PR.5.1.A. 1. Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones).

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

EXPECTATION	PR.5.1.A. 3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas). Virtual Field Trips Grade 2 - Land and Water Around Us Washington, DC - Grades K - 5
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A .	Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION	PR.6.1.A. 2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A .	Identify attributes of Earth's different physical systems, as exemplified by being able to
EXPECTATION	PS.7.1.A. 1.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.2.	Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth
BENCHMARK	PS.7.2.A .	Describe how Earth's position relative to the Sun affects conditions on Earth, as exemplified by being able to

EXPECTATION	PS.7.2.A. 1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil). Virtual Field Trips Grade 2 - Land and Water Around Us

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils). Virtual Field Trips Grade 2 - Land and Water Around Us

EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us

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

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips Grade 2 - Land and Water Around Us

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips Grade 2 - Land and Water Around Us

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

EXPECTATION PS.8.3.A. 1. Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.

[Virtual Field Trips](#)

[Grade 2 - Land and Water Around Us](#)

EXPECTATION PS.8.3.A. 2. Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).

[Virtual Field Trips](#)

[Grade 2 - Land and Water Around Us](#)

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

EXPECTATION HS.9.2.B. 1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

[Virtual Field Trips](#)

[Grade 1 - The Earth Around Us](#)

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

EXPECTATION HS.9.3.C. 2. Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).

[Virtual Field Trips](#)

[Grade 1 - Life Long Ago](#)

[Grade 2 - Our Government At Work](#)

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together		

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Our Government At Work		

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

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

EXPECTATION	HS.12.1.A.2.	Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements.
Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money		

EXPECTATION	HS.12.1.A.3.	Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently.
Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money		

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

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
Virtual Field Trips Grade 1 - The Earth Around Us Washington, DC - Grades K - 5		

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A.2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).
Virtual Field Trips Grade 1 - The Earth Around Us		

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

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
Virtual Field Trips Grade 1 - Let's Learn About the Government		

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

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

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

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

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

EXPECTATION ES.14.2.A.3. Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines).

Virtual Field Trips

Grade 2 - Early Americans

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

EXPECTATION ES.15.1.A.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

EXPECTATION ES.15.1.A.3. Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society

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

EXPECTATION ES.15.1.B.2. Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

EXPECTATION UG.17.1.A.3. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Virtual Field Trips

Grade 2 - Early Americans

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

Grade: 1

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 1 - Adopted: 2013

STRAND	NGSS.1-LS	LIFE SCIENCE
TITLE	1-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND	NGSS.1-ESS	EARTH AND SPACE SCIENCE
TITLE	1-ESS1	Earth's Place in the Universe
		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 2

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 2 - Adopted: 2010

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

LEARNING EXPECTATION 1.1.1. 'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.3. How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.4. How culture may change in response to changing needs and concerns.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 1 - Life Long Ago

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans
LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 2 - Work and Money Grade 3 - A Country of Cultures Grade 3 - I Am a Consumer
LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups. Virtual Field Trips Grade 3 - A Country of Cultures
LEARNING EXPECTATION	1.2.4.	Describe the value of both cultural unity and diversity within and across groups. Virtual Field Trips Grade 3 - A Country of Cultures

LEARNING EXPECTATION	1.2.5.	Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. Virtual Field Trips Jerusalem - Then and Now (Younger Grades)
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	2.1.3.	That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. Virtual Field Trips Grade 3 - The First Americans
LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans

LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
		Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5

LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past.
		Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert

LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
		Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans

LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans

LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs
		Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale. Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans

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

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

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

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

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

LEARNING EXPECTATION	3.2.3.	Gather and interpret information from various representations of Earth, such as maps, globes, geospatial technologies and other geographic tools to inform the study of people, places, and environments, both past and present. Virtual Field Trips Grade 2 - Land and Water Around Us 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	3.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us

LEARNING EXPECTATION	3.3.2.	Constructing a map depicting the school, community, state, or region that demonstrates an understanding of relative location, direction, boundaries, and significant physical features.

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	4.3.4.	Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Early Americans

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Washington, DC - Grades K - 5

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

LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

LEARNING EXPECTATION	5.1.3.	Characteristics that distinguish individuals. Virtual Field Trips Grade 3 - A Country of Cultures
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.5.	Provide examples of the role of institutions in furthering both continuity and change. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - The First Americans
LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good. Virtual Field Trips Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities Grade 3 - I Am a Consumer

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Virtual Field Trips Grade 2 - Our Government At Work

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority, and governance in the school, community, and state. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.2.2.	Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. Virtual Field Trips Grade 3 - How Government Helps Our Communities

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

LEARNING EXPECTATION	6.3.2.	Preparing and presenting descriptions of and possible solutions to school or community problems that would require working with those in positions of authority. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

LEARNING EXPECTATION	6.3.3.	Preparing and implementing an action plan addressing a local public issue or problem. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

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

LEARNING EXPECTATION	7.1.1.	How people and communities deal with scarcity of resources. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work

LEARNING EXPECTATION	7.1.2.	The difference between needs and wants. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Virtual Field Trips Grade 3 - I Am a Consumer

LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

LEARNING EXPECTATION	7.1.6.	Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions). Virtual Field Trips Grade 3 - Businesses At Work

LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

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

LEARNING EXPECTATION 7.2.1. Ask and find answers to questions about the production, distribution, and consumption of goods and services in the school and community.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

LEARNING EXPECTATION 7.2.2. Analyze the differences between wants and needs.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

LEARNING EXPECTATION 7.2.3. Evaluate how the decisions that people make are influenced by the trade-offs of different options.

Virtual Field Trips

Grade 3 - I Am a Consumer

LEARNING EXPECTATION 7.2.4. Examine and evaluate different methods for allocating scarce goods and services in the school and community.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

LEARNING EXPECTATION 7.2.5. Assess how consumers will react to rising and falling prices for goods and services.

Virtual Field Trips

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

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

LEARNING EXPECTATION 7.3.4. Designing and using a classroom currency, demonstrating the functions of money.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	8.1.1.	Science involves the study of the natural world, and technology refers to the tools we use to accomplish tasks. Virtual Field Trips Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.1.5.	That science often leads to new technology in areas such as communication and transportation, and results in change over time. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
LEARNING EXPECTATION	8.1.6.	That science and technology can have both positive and negative impacts on individuals, society, and the globe. Virtual Field Trips Grade 1 - Life Long Ago

THEME	NCSS.8.	SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY	8.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	8.2.4.	Identify examples of the use of science and technology in society as well as consequences of their use. Virtual Field Trips Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.5.	Research a scientific topic or type of technology developed in a particular time or place, and determine its impact on people's lives. Virtual Field Trips Grade 1 - Life Long Ago
LEARNING EXPECTATION	8.2.6.	Identify the points of view expressed in information sources regarding science and technology. Virtual Field Trips Grade 1 - Life Long Ago

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

LEARNING EXPECTATION	9.1.1.	Global connections may be of various types (e.g., cultural exchange, trade, political, economic, or travel). Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.1.2.	Global connections affect daily life for individuals and those around them. Virtual Field Trips Grade 2 - Work and Money

LEARNING EXPECTATION	9.1.4.	All cultures have similar needs, but meet those needs in different ways that may influence or be influenced by global connections. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer
LEARNING EXPECTATION	9.1.5.	The pace of global change has quickened in recent times. Virtual Field Trips Grade 2 - Work and Money
THEME	NCSS.9.	GLOBAL CONNECTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.
CATEGORY	9.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	9.2.1.	Ask and find answers to questions about the connections we have to other people and places around the globe. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money Grade 3 - I Am a Consumer

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

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together. Virtual Field Trips Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.1.3.	Key practices in a democratic society include civic participation based on studying community issues, planning, decision-making, voting, and cooperating to promote civic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Early Americans Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action. Virtual Field Trips Grade 3 - How Government Helps Our Communities

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

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	10.3.4.	Developing a plan in collaboration with others to carry out a school improvement project. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 2 - Adopted: 2012

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

The Sahara Desert

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

EXPECTATION PS.7.1.A. 2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.7.2.A. 1.	Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

EXPECTATION	PS.7.3.A. 1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us

EXPECTATION	PS.7.3.A. 3.	Identify the components and relationships in the erosion cycle (e.g., water carving canyons, wind sculpting mesas, landslides, avalanches). Virtual Field Trips Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems

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

EXPECTATION PS.7.3.B.2. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

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

EXPECTATION PS.8.1.A.1. Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).

Virtual Field Trips

Amazon Rainforest - Grades 2-5

EXPECTATION PS.8.1.A.2. Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

The Sahara Desert

EXPECTATION PS.8.1.A.3. Describe local ecosystems by surveying and recording the properties of their components.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 2.	Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

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

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

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

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

EXPECTATION	HS.11.4.A .2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. Virtual Field Trips Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities

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

EXPECTATION	HS.13.3.A .2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment

STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3. A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A Identify and describe the changes in local habitats that resulted from human activities.
.1.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

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

EXPECTATION ES.15.1.B Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in
.1. choices of land use (e.g., agriculture, human settlement, transportation networks).

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

EXPECTATION ES.15.2.B Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation
.1. routes, building a storm shelter, conducting earthquake or tornado drills).

Virtual Field Trips

Grade 3 - Geography of Our Communities

EXPECTATION ES.15.2. Construct a disaster preparedness manual for your community or school that includes a list of actions people
B.3. should take in an emergency situation due to a local environmental hazard event.

Virtual Field Trips

Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1. A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities The Sahara Desert

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

EXPECTATION	ES.16.1.A.3.	Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us

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

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

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

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

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future

STRAND	UG.18.1	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events
BENCHMARK	UG.18.1.A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

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

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

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

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

National Geography Standards (NGS)

Social Studies

Grade: 2 - Adopted: 2012

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms

STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

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

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION WST.2.4.A.1. Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
		Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.1.	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1.A.	Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to

EXPECTATION	WST.3.1.A.2.	Describe the meaning of the spatial concepts of distance, direction, and location used in selected literature (e.g., read an account of Paul Revere's ride and describe it in terms of locations [start to end], movement, region of action, distance, direction).

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5

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

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

Virtual Field Trips
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 2 - Land and Water Around Us

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

Virtual Field Trips
 Grade 1 - Families and Neighbors
 Grade 1 - The Earth Around Us
 Grade 2 - Living Together
 Grade 3 - Geography of Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of Places: Places have physical and human characteristics

BENCHMARK	PR.4.2.A	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Sahara Desert

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

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

EXPECTATION	PR.5.1.A.2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).
		Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities

EXPECTATION	PR.5.1.A.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas).
		Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5

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

EXPECTATION	PR.6.1.A.2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.
		Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A.	Identify attributes of Earth's different physical systems, as exemplified by being able to

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

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Paris - City of Light - Grades K - 5
 The Sahara Desert

EXPECTATION PS.7.1.A.3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 1 - The Earth Around Us
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Paris - City of Light - Grades K - 5
 The Sahara Desert

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

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

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

EXPECTATION	PS.7.2.A. 2.	Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).
Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us		

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

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?		

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?		

EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components.
Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities		

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

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

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

EXPECTATION	HS.9.2.B. 1.	Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).
		Virtual Field Trips Grade 1 - The Earth Around Us

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

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

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

EXPECTATION	HS.9.3.C. 2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
		Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics

STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing). Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems). Virtual Field Trips Grade 3 - A Country of Cultures
EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to
EXPECTATION	HS.11.3.A.1.	Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics). Virtual Field Trips Grade 3 - Businesses At Work
EXPECTATION	HS.11.3.A.2.	Identify the types of products that were historically produced in a region and the places to which these products were shipped. Virtual Field Trips Grade 3 - Businesses At Work
EXPECTATION	HS.11.3.A.3.	Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places. Virtual Field Trips Grade 3 - Businesses At Work

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

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

Virtual Field Trips

Grade 3 - How The Country Was Settled

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

EXPECTATION HS.12.1.A.1. Identify and describe the services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) available in the student's town or city and explain why people may view these as benefits to living in the community.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

EXPECTATION HS.12.1.A.2. Describe and explain how the number and types of services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differ for small and large settlements.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

EXPECTATION HS.12.1.A.3. Describe how different people in the community might value services (e.g., movie theaters, hospitals, religious centers, schools, banks, shopping malls, museums, libraries) differently.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

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

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
Virtual Field Trips Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5		

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: There are different types of urban land uses
BENCHMARK	HS.12.4.A.	Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION	HS.12.4.A.2.	Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

Virtual Field Trips
Grade 1 - The Earth Around Us

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

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).

Virtual Field Trips
Grade 1 - Let's Learn About the Government
Grade 3 - How Government Helps Our Communities

EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states.

Virtual Field Trips
Grade 2 - Land and Water Around Us

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

EXPECTATION	HS.13.2.A.1.	Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river). Virtual Field Trips Grade 3 - Geography of Our Communities
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface
BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to
EXPECTATION	HS.13.3.A.2.	Identify local land-use issues in which there are disagreements and analyze the perspectives of the key stakeholders (e.g., protection of environmentally sensitive areas, land use for commercial purposes, locating waste disposal sites). Virtual Field Trips Grade 2 - Land and Water Around Us
EXPECTATION	HS.13.3.A.3.	Describe the means by which communities resolve disputes over land-use issues (e.g., decisions by planning commissions, by elected officials, by judges, by community voting). Virtual Field Trips Amazon Rainforest - Grades 2-5
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: People use technology to get what they need from the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain ways in which people use technology to get what they need from the physical environment, as exemplified by being able to

EXPECTATION	ES.14.2.A .3.	Describe and explain how inventions helped people settle the Great Plains (e.g., barbed wire, steel plow, railroad, steamboat, threshing machines). Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

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

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

EXPECTATION	ES.15.1.A.3.	Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 3 - Geography of Our Communities

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

EXPECTATION	ES.15.1.B .2.	Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us The Sahara Desert

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

EXPECTATION UG.17.1.A.2. Identify physical landforms that affected overland travel during the expansion of the United States (e.g., mountain ranges and passes, river crossings, deserts).

Virtual Field Trips

Grade 3 - How The Country Was Settled

EXPECTATION UG.17.1.A.3. Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.18.	How to apply geography to interpret the present and plan for the future
STRAND	UG.18.1	Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events

BENCHMARK	UG.18.1. A.	Analyze geographic contexts in which current events and issues occur, as exemplified by being able to
EXPECTATION	UG.18.1. A.3.	Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively. Virtual Field Trips Grade 2 - Land and Water Around Us

Main Criteria: Next Generation Science Standards (NGSS)

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

Grade: 2

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 2 - Adopted: 2013

STRAND	NGSS.2-LS	LIFE SCIENCE
TITLE	2-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

STRAND	NGSS.2-LS	LIFE SCIENCE
TITLE	2-LS4	Biological Evolution: Unity and Diversity
		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

STRAND	NGSS.2-ESS	EARTH AND SPACE SCIENCE
TITLE	2-ESS1	Earth's Place in the Universe
		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

STRAND	NGSS.2-ESS	EARTH AND SPACE SCIENCE
TITLE	2-ESS2	Earth's Systems
		Students who demonstrate understanding can:

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

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 3

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 3 - Adopted: 2010

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

LEARNING
EXPECTATION

1.1.1.

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

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.2.

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

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.3.

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

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

LEARNING
EXPECTATION

1.1.4.

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

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Exploring Cuba

Grade 2 - Early Americans

Grade 2 - Living Together

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

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

LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings

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

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

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

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

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

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

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

LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

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

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

LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Virtual Field Trips Exploring Cuba Grade 2 - Early Americans Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today

LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

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

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

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

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

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

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

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

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

Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

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

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

Virtual Field Trips
 Grade 2 - Work and Money

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

Virtual Field Trips
 Grade 2 - Work and Money

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

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

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

LEARNING EXPECTATION 7.1.2. The difference between needs and wants.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

LEARNING EXPECTATION	9.2.2.	Identify examples of global connections in their community, state, or region. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
LEARNING EXPECTATION	9.2.6.	Examine the ways in which technology affects global connections. Virtual Field Trips Grade 2 - Work and Money
LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer

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

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

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

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

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

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

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

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

National Geography Standards (NGS)

Science

Grade: 3 - Adopted: 2012

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

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

Virtual Field Trips

Grade 4 - West Region Geography

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

The Sahara Desert

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

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

EXPECTATION PS.7.1.A.2. Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Galapagos Islands
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - West Region Landforms

EXPECTATION PS.7.1.A.3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Galapagos Islands
 Grade 2 - Land and Water Around Us
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - Southwest Region Today
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 Grade 4 - West Region Today
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

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

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

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

EXPECTATION	PS.7.3.B.2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed Who Lives On a Coral Reef?

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

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

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

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

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert
EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography The Sahara Desert

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

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

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

BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION	ES.14.3.A.1.	Identify and describe the changes in local habitats that resulted from human activities.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

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

EXPECTATION	ES.15.1.B.1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

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

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

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

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

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

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

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

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

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

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

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - West Region Today

Who Lives On a Coral Reef?

National Geography Standards (NGS)

Social Studies

Grade: 3 - Adopted: 2012

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

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

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

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

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

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

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

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

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

Virtual Field Trips

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms

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

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

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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

Virtual Field Trips

Grade 2 - Living Together

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

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

Virtual Field Trips

Grade 4 - Midwest Region Today

Grade 4 - Northeast

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

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

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

EXPECTATION	PR.4.2.A.3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert

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

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

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

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

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

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

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

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

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

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

EXPECTATION	PS.7.1.A. 1.	Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert

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

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

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

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

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

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

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannas, temperate forests, tropical forests, arctic tundra). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to

EXPECTATION	HS.11.3.A.1.	Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics). Virtual Field Trips Grade 3 - Businesses At Work

EXPECTATION	HS.11.3.A.2.	Identify the types of products that were historically produced in a region and the places to which these products were shipped. Virtual Field Trips Grade 3 - Businesses At Work

EXPECTATION	HS.11.3.A.3.	Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places. Virtual Field Trips Grade 3 - Businesses At Work

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

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

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

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

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

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

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

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

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

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

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

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

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
		Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5

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

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

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

EXPECTATION	HS.13.1.A.3.	Describe how all continents, with the exception of Antarctica, are divided into nation states. Virtual Field Trips Grade 2 - Land and Water Around Us
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.2.	Cooperation: The role cooperation has in managing Earth's surface
BENCHMARK	HS.13.2.A.	Explain how people cooperate in managing and using Earth's surface, as exemplified by being able to

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Virtual Field Trips
Grade 2 - Land and Water Around Us

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

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

Main Criteria: Next Generation Science Standards (NGSS)

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

Grade: 3

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 3 - Adopted: 2013

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

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

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

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

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

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

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

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

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 4

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 4 - Adopted: 2010

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

LEARNING EXPECTATION 1.1.1. 'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - A Country of Cultures

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.3. How cultural beliefs, behaviors, and values allow human groups to solve the problems of daily living.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION 1.1.4. How culture may change in response to changing needs and concerns.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - A Country of Cultures

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
LEARNING EXPECTATION	1.1.6.	How peoples from different cultures develop different values and ways of interpreting experience. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings
THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region. Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
LEARNING EXPECTATION	1.2.2.	Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 3 - I Am a Consumer Grade 4 - West Region Early Beginnings
LEARNING EXPECTATION	1.2.3.	Give examples of how information and experiences may be interpreted differently by people from different cultural groups. Virtual Field Trips Grade 3 - A Country of Cultures
LEARNING EXPECTATION	1.2.4.	Describe the value of both cultural unity and diversity within and across groups. Virtual Field Trips Grade 3 - A Country of Cultures

LEARNING EXPECTATION	1.2.5.	Demonstrate how holding different values and beliefs can contribute or pose obstacles to understanding between people and groups. Virtual Field Trips Ancient China - Qin & Han Dynasties Jerusalem - Then and Now (Younger Grades)
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.1.	The study of the past is the story of communities, nations, and the world. Virtual Field Trips 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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.2.	Key concepts such as: past, present, future, similarity, difference, and change. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.3.	That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. Virtual Field Trips Grade 3 - The First Americans

LEARNING EXPECTATION	2.1.4.	Key people, events, and places associated with the history of the community, nation, and world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world. Virtual Field Trips Exploring Cuba Grade 3 - A Country of Cultures Grade 3 - The First Americans Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
LEARNING EXPECTATION	2.1.6.	That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.7.	That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future.
		Virtual Field Trips 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 Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.1.	Ask and find answers to questions related to the past in school, community, state and regional contexts.
		Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5

LEARNING EXPECTATION	2.2.2.	Use a variety of sources to learn about the past.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

LEARNING EXPECTATION	2.2.3.	Identify examples of both continuity and change, as depicted in stories, photographs, and documents.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast

LEARNING EXPECTATION	2.2.4.	Describe examples of cause-effect relationships. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.2.5.	Compare and contrast differing stories or accounts about past events, people, places, or situations, and offer possible reasons for the differences. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography

LEARNING EXPECTATION	2.2.6.	Describe how people in the past lived, and research their values and beliefs Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast

THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	3.1.1.	The theme of people, places, and environments involves the study of location, place, and the interactions of people with their surroundings. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

LEARNING EXPECTATION	3.1.2.	Concepts such as: location, direction, distance, and scale. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast

LEARNING EXPECTATION	3.1.5.	Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms How Coral Reefs Are Formed 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?
LEARNING EXPECTATION	3.1.6.	Cultural patterns and their interactions within and across places, by means such as migration and settlement, changes in customs or ideas, and in the ways people make a living. Virtual Field Trips Ancient China - Qin & Han Dynasties Grade 4 - Northeast
LEARNING EXPECTATION	3.1.7.	Benefits and problems resulting from the discovery and use of resources. Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Our Northern Neighbor Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today
LEARNING EXPECTATION	3.1.8.	Factors that contribute to similarities and differences among peoples locally and in places across the world, including ethnicity, language, and religious beliefs. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	3.1.9.	Tools such as maps, globes, and geospatial technologies in investigating the relationships among people, places, and environments.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

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

LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world.
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

LEARNING EXPECTATION	3.2.2.	Investigate relationships among people, places, and environments in the school, community, state, region, and world through the use of atlases, data bases, charts, graphs, maps, and geospatial technologies.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

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

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

LEARNING EXPECTATION	3.3.1.	Creating illustrations and composing answers to geographic questions about people, places, and environments. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

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

LEARNING EXPECTATION	3.3.3.	Developing a table to compare population data for the classroom, school, community, state, or region in the present or past. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast

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

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

THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.3.	PRODUCTS - Learners demonstrate understanding by:

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

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Ancient China - Qin & Han Dynasties
 Canada: Our Northern Neighbor
 Exploring Cuba
 Grade 3 - A Country of Cultures
 Grade 3 - Geography of Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION 5.1.3. Characteristics that distinguish individuals.

Virtual Field Trips
 Grade 3 - A Country of Cultures

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION 5.2.5. Provide examples of the role of institutions in furthering both continuity and change.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Canada: Our Northern Neighbor
 Grade 3 - The First Americans
 Grade 4 - Northeast

LEARNING EXPECTATION 5.2.6. Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good.

Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 6.1.1. Rules and laws can serve to support order and protect individual rights.

Virtual Field Trips
 Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity. Virtual Field Trips Grade 3 - How Government Helps Our Communities
LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
LEARNING EXPECTATION	6.1.5.	The ways in which governments meet the needs and wants of citizens. Virtual Field Trips Barcelona 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 school, community, and state. Virtual Field Trips Canada: Our Northern Neighbor Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

LEARNING EXPECTATION	6.2.2.	Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society. Virtual Field Trips Grade 3 - How Government Helps Our Communities

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

LEARNING EXPECTATION	7.1.1.	How people and communities deal with scarcity of resources. Virtual Field Trips Grade 3 - Businesses At Work

LEARNING EXPECTATION	7.1.2.	The difference between needs and wants. Virtual Field Trips Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.3.	What people and communities gain and give up when they make a decision. Virtual Field Trips Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses. Virtual Field Trips Barcelona Grade 3 - I Am a Consumer
LEARNING EXPECTATION	7.1.6.	Various organizations that help people achieve their individual economic goals (banks, businesses, labor unions). Virtual Field Trips Grade 3 - Businesses At Work
LEARNING EXPECTATION	7.1.8.	The goods and services produced in the market and those produced by the government. Virtual Field Trips Barcelona Grade 3 - I Am a Consumer

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

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

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

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

LEARNING EXPECTATION	7.3.4.	Designing and using a classroom currency, demonstrating the functions of money. <u>Virtual Field Trips</u> 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 may be of various types (e.g., cultural exchange, trade, political, economic, or travel). <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties

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

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	9.2.3.	Use maps and databases to look for global patterns, trends, and connections. <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

LEARNING EXPECTATION	9.2.4.	Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)

LEARNING EXPECTATION	9.2.8.	Identify and examine how wants and needs of people in one part of the world may conflict with the wants and needs of people in other parts of the world. Virtual Field Trips Grade 3 - I Am a Consumer

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

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together. Virtual Field Trips Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities. Virtual Field Trips Grade 3 - How Government Helps Our Communities

LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Grade 4 - Northeast

LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action. Virtual Field Trips Grade 3 - How Government Helps Our Communities

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

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

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

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices. Virtual Field Trips Grade 3 - How Government Helps Our Communities

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subject s:

Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 4 - Adopted: 2012

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

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

Virtual Field Trips

Grade 4 - West Region Geography

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - West Region Geography

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

EXPECTATION	PR.4.2.A. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed 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.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.1.	Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK	PS.7.1.A	Identify attributes of Earth's different physical systems, as exemplified by being able to

EXPECTATION	PS.7.1.A. 2.	Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Galapagos Islands
 Grade 3 - Geography of Our Communities
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - West Region Landforms
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed 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.7.	The physical processes that shape the patterns of Earth's surface
STRAND	PS.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.A .	Identify examples of physical processes, as exemplified by being able to

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

Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 2-5

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

Virtual Field Trips
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Today
Grade 4 - Southwest Region Early Beginnings
National Parks - Alaska & Hawaii
National Parks - Washington, Oregon, Idaho, Montana, Colorado
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.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B .	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

EXPECTATION	PS.7.3.B. 2.	Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed 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?

EXPECTATION	PS.7.3.B. 3.	Describe how freeze–thaw processes erode rock (e.g., potholes on local streets, rock slides in mountain regions). 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.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A	Identify the components of different ecosystems, as exemplified by being able to

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

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 2.	Identify and draw pictures of different plants and animals in various local ecosystems (e.g., a pond, forest, city park). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

EXPECTATION	PS.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert

EXPECTATION	PS.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters).
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - West Region Geography 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.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK	HS.11.4. A.	Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

EXPECTATION	HS.11.4.A .2.	Describe the different modes of transportation and communication used by students' families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.3.	Conflict: Conflicts arise when there is disagreement over the division, control, and management of Earth's surface
BENCHMARK	HS.13.3.A.	Analyze examples of disagreements over land uses in their community, as exemplified by being able to

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

Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 2-5
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Today

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.3.	Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK	ES.14.3.A.	Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A
.1. Identify and describe the changes in local habitats that resulted from human activities.

Virtual Field Trips
African Safari
Amazon Rainforest - People and Threats - Grades 2-5
Galapagos Islands
Grade 3 - Geography of Our Communities
National Parks - Alaska & Hawaii
Who Lives On a Coral Reef?

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

EXPECTATION	ES.15.1.B .1.	Describe how human activities are limited by landforms such as flood plains, deltas, mountains, and slopes in choices of land use (e.g., agriculture, human settlement, transportation networks).
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings		

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

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

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

EXPECTATION	ES.15.2.B .1.	Describe how people change their behaviors in response to environmental hazards (e.g., knowing evacuation routes, building a storm shelter, conducting earthquake or tornado drills).
Virtual Field Trips Grade 3 - Geography of Our Communities		

EXPECTATION	ES.15.2.B.3.	Construct a disaster preparedness manual for your community or school that includes a list of actions people should take in an emergency situation due to a local environmental hazard event.
Virtual Field Trips Grade 3 - Geography of Our Communities		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.1.	Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources
BENCHMARK	ES.16.1.A.	Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION	ES.16.1.A.1.	Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert

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

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

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

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

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

National Parks - Alaska & Hawaii

Who Lives On a Coral Reef?

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

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

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

National Geography Standards (NGS)

Social Studies

Grade: 4 - Adopted: 2012

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

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

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST	The World in Spatial Terms

STANDARD	WST.1.	How to use maps and other geographic representations, geospatial technologies, and spatial thinking to understand and communicate information
STRAND	WST.1.1	Properties and Functions of Geographic Representations: Properties and functions of geographic representations—such as maps, globes, graphs, diagrams, aerial and other photographs, remotely sensed images, and geographic visualization
BENCHMARK	WST.1.1.B.	Describe how properties of geographic representations determine the purposes they can be used for, as exemplified by being able to

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

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

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

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

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

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

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

Virtual Field Trips

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.WST.2.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4.	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION WST.2.4.A.1. Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

EXPECTATION WST.2.4.A.3. Describe the differences in students' views of a popular community attraction based on the details in their mental maps.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

ESSENTIAL ELEMENT	NGS.WST.3.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.1.	Spatial Concepts: The meaning and use of fundamental spatial concepts such as location, distance, direction, scale, movement, region, and volume
BENCHMARK	WST.3.1.A.	Describe and explain the spatial organization of people, places, and environments (where things are in relation to other things) using spatial concepts, as exemplified by being able to

EXPECTATION WST.3.1.A.2. Describe the meaning of the spatial concepts of distance, direction, and location used in selected literature (e.g., read an account of Paul Revere's ride and describe it in terms of locations [start to end], movement, region of action, distance, direction).

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

ESSENTIAL ELEMENT	NGS.WST.3.	The World in Spatial Terms
STANDARD	WST.3.	How to analyze the spatial organization of people, places, and environments on Earth's surface
STRAND	WST.3.2.	Spatial Patterns and Processes: The distribution of people, places, and environments form spatial patterns across Earth's surface
BENCHMARK	WST.3.2.A.	Describe and compare distributions of people, places, and environments to examine spatial patterns, sequences, regularities, and irregularities, as exemplified by being able to

EXPECTATION	WST.3.2.A.3.	Describe and compare the natural features and human factors using geographic representations that may influence where people live (e.g., access to water, climatic conditions, rivers, and bridges).
		Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

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

Virtual Field Trips
 Amazon Rainforest - People and Threats - Grades 2-5
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms

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

Virtual Field Trips
 Grade 3 - Geography of Our Communities
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

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

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 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 Places: Places have physical and human characteristics
BENCHMARK	PR.4.2.A.	Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

EXPECTATION	PR.4.2.A. 1.	Describe and compare the climatic conditions at different places in the United States (e.g., deserts, mountains, rainy regions of the Pacific Northwest). Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

EXPECTATION	PR.4.2.A. 3.	Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts

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

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

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

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity

STRAND	PR.5.1.	The Concept of Region: Regions are areas of Earth's surface with unifying physical and/or human characteristics
BENCHMARK	PR.5.1.A	Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to

EXPECTATION	PR.5.1.A.1.	Identify unifying areas on a map that define those areas as regions (e.g., a zoo map showing how animal exhibits are organized by regions related to climate, landforms, and vegetation zones). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
EXPECTATION	PR.5.1.A.2.	Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods). Virtual Field Trips Grade 3 - Geography of Our Communities
EXPECTATION	PR.5.1.A.3.	Describe the characteristics that define a physical region in the state (e.g., Front Range in Colorado, Sand Hills in Nebraska, Hill Country in Texas). Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades K - 5

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

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

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

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Landforms

Grade 4 - West Region Today

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades K - 5

The Sahara Desert

Tokyo - City of Contrasts

EXPECTATION	PS.7.1.A. 3.	Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts

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

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

Virtual Field Trips
Exploring Cuba
Grade 4 - Northeast
Grade 4 - West Region Geography

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

Virtual Field Trips
Exploring Cuba
Grade 4 - Northeast
Grade 4 - West Region Geography

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

EXPECTATION	PS.7.3.A. 1.	Identify different cycles in Earth's systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting). Virtual Field Trips National Parks - Wyoming, Utah

EXPECTATION	PS.7.3.A. 3.	Identify the components and relationships in the erosion cycle (e.g., water carving canyons, wind sculpting mesas, landslides, avalanches). Virtual Field Trips 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.7.3.	Physical Processes: Physical processes shape features on Earth's surface
BENCHMARK	PS.7.3.B. .	Describe how physical processes shape features on Earth's surface, as exemplified by being able to

EXPECTATION	PS.7.3.B. 3.	Describe how freeze-thaw processes erode rock (e.g., potholes on local streets, rock slides in mountain regions). 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.8.1.	Components of Ecosystems: The components of ecosystems
BENCHMARK	PS.8.1.A .	Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION	PS.8.1.A. 1.	Identify the three major components of an ecosystem (i.e., biomass, climate, and soil). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.1.A. 2.	Identify examples of each ecosystem component (e.g., pine trees versus grasslands, low versus high rainfall, clay versus sandy soils). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION	PS.8.1.A. 3.	Describe local ecosystems by surveying and recording the properties of their components. Virtual Field Trips Grade 3 - Geography of Our Communities
ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND	PS.8.2.	Characteristics and Geographic Distribution of Ecosystems: The characteristics of ecosystems
BENCHMARK	PS.8.2.A .	Identify and describe the characteristics of ecosystems, as exemplified by being able to
EXPECTATION	PS.8.2.A. 1.	Identify and describe the characteristics of an ecosystem (specific types of plants, climate, and soil) in which a favorite or interesting creature lives. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

EXPECTATION	PS.8.2.A. 3.	Compare the characteristics of different ecosystems (e.g., pond, deciduous forest, coral reef). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

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

EXPECTATION	PS.8.3.A. 1.	Describe the defining characteristics of a biome as a large region of ecosystems with similar climate and vegetation characteristics.

Virtual Field Trips
African Safari
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Canada: Coast to Coast
Galapagos Islands
Grade 3 - Geography of Our Communities
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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.8.3.A. 2.	Describe the temperature, precipitation, and vegetation characteristics of various biomes, (e.g., deserts, grasslands, savannahs, temperate forests, tropical forests, arctic tundra). Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 3 - Geography of Our Communities Grade 4 - West Region Geography Grade 4 - West Region Landforms 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.8.3.A. 3.	Identify the characteristics in photographs of different types of vegetation and match them to the appropriate sections of a world climate map (e.g., cacti and succulents on a desert climate region, tropical forest trees on a tropical climate region, coral in shallow, tropical marine waters). Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

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

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

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

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

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

Virtual Field Trips

Canada: Our Northern Neighbor

Grade 4 - Northeast

EXPECTATION HS.9.2.B. 3. Explain why people sometimes settle in inhospitable environments (e.g., availability of valuable resources, economic opportunities, diminishing availability of more desirable locations).

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

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

EXPECTATION HS.9.3.A. 1. Describe why and how people moved west during the California Gold Rush.

Virtual Field Trips

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

EXPECTATION HS.9.3.A. 2. Describe why and how the Pilgrims moved from England to the US colonies.

Virtual Field Trips

Grade 3 - The First Americans

EXPECTATION HS.9.3.A. 3. Describe why and how Native Americans moved to federally designated reservations.

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

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

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

EXPECTATION	HS.9.3.B.3.	Explain how groups of people may be forced to move against their wills (e.g., African slave trade, Cherokee Trail of Tears, Japanese internment camps in World War II).
		Virtual Field Trips Grade 4 - Southwest Region Early Beginnings

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

EXPECTATION	HS.9.3.C.1.	Describe how the movement of people into cities can change the need for housing and services.
		Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast

EXPECTATION	HS.9.3.C.2.	Describe the ways in which immigrant groups coming to the United States change after arriving and living in the new location (e.g., learned a new language, change in jobs, change in types of available housing).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
		Virtual Field Trips Grade 3 - A Country of Cultures

EXPECTATION	HS.10.1.A.2.	Identify and describe the distinctive characteristics of current US cultures (e.g., spoken and written languages, social organizations, beliefs and customs, forms of architecture, educational systems).
		Virtual Field Trips Grade 3 - A Country of Cultures Grade 4 - Northeast

EXPECTATION	HS.10.1.A.3.	Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past.
Virtual Field Trips Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.3.	Cultural Diffusion and Change: Cultures change and diffuse in multiple ways
BENCHMARK	HS.10.3.B.	Describe examples of the spread of a culture, as exemplified by being able to

EXPECTATION	HS.10.3.B.1.	Describe how different cultural groups bring their cultural traditions (e.g., food, holidays, clothing, religion) with them when they move to new locations.
Virtual Field Trips Ancient China - Qin & Han Dynasties		

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.3.	Connecting Economic Activities: People and countries trade locally produced goods and services for goods and services that are produced in other places
BENCHMARK	HS.11.3.A.	Identify items produced locally for consumption elsewhere and items produced elsewhere that are consumed locally, as exemplified by being able to

EXPECTATION	HS.11.3.A.1.	Identify items produced in the local region for consumption in another location (e.g., raw and processed agricultural products, paper products, furniture, tires, plastics).
Virtual Field Trips Grade 3 - Businesses At Work		

EXPECTATION	HS.11.3.A.2.	Identify the types of products that were historically produced in a region and the places to which these products were shipped.
Virtual Field Trips Grade 3 - Businesses At Work		

EXPECTATION	HS.11.3.A.3.	Identify items students depend on in their daily lives (e.g., gasoline for transportation, food, clothing, power for electricity) and identify which of these are produced in other places.
Virtual Field Trips Grade 3 - Businesses At Work		

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

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

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

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

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

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

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

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

EXPECTATION	HS.12.2.A.1.	Identify and explain the factors that might make a location good for settlement (e.g., flat land for building, access to a river or the sea, resources nearby for building). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

EXPECTATION	HS.12.2.A.2.	Describe and explain the advantages of locations where settlements developed in the United States (e.g., Boston on a natural harbor, New Orleans at the mouth of the Mississippi, Chicago at the intersection of Great Lakes water traffic and the railroads). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

EXPECTATION	HS.12.2.A.3.	Describe the factors that contributed to successful settlement locations (e.g., harbors, resources for housing and fuel, reliable fresh water supply, non-hostile neighbors, natural defenses, reliable food sources, suitable land for agriculture). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

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

EXPECTATION	HS.12.3.A.2.	Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC). Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5

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

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface

STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1.A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to

EXPECTATION HS.13.1.A.2. Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

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

EXPECTATION HS.13.2.A.1. Explain how international water boundaries are examples of people cooperating in dividing and using Earth's surface (e.g., 200-mile territorial limit, Great Lakes are divided between Canada and the United States, for river boundaries it is sometimes the center of the water in the river).

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

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

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

Virtual Field Trips

Amazon Rainforest - Grades 2-5

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

EXPECTATION	ES.15.3.A.1.	Identify and describe how people adapt to the physical environment through choices of clothing, housing styles, food choices, recreational activities, and land use. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

EXPECTATION	ES.15.3.A.2.	Describe how people adapt differently to different physical environments (e.g., clothing in Florida versus Alaska, houses in Hawaii versus Minnesota). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

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

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

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

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

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

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

EXPECTATION	UG.17.1.A.3.	Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

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

EXPECTATION	UG.17.2.A.2.	Describe and analyze the change in the number of states in the United States and their boundaries. Virtual Field Trips Barcelona Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings

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

EXPECTATION	UG.18.1.A.2.	Describe the services a city government needs to provide due to the specific geographic characteristics of the community (e.g., big snow removal equipment in lake-effect locations, frequent brake replacement for San Francisco streetcars, wind screens for tennis courts in Great Plains locations, evacuation plans in flood-prone areas). 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.18.3.	Perceptions of Geographic Contexts: People's perceptions of the world—places, regions, and environments—are constantly changing

BENCHMARK	UG.18.3. A.	Explain how people's perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION	UG.18.3. A.1.	Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality. Virtual Field Trips Exploring Cuba Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today
EXPECTATION	UG.18.3. A.2.	Explain how the depiction of a place in movies or on television can affect how people perceive that place. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
EXPECTATION	UG.18.3. A.3.	Describe and explain how a student's view of his or her home community can be different from someone who is only visiting the community. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast

Main Criteria: Next Generation Science Standards (NGSS)

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

Grade: 4

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 4 - Adopted: 2013

STRAND	NGSS.4-PS	PHYSICAL SCIENCE
TITLE	4-PS4	Waves and their Applications in Technologies for Information Transfer
		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 3 - Geography of Our Communities

STRAND	NGSS.4-LS	LIFE SCIENCE
TITLE	4-LS1	From Molecules to Organisms: Structures and Processes
		Students who demonstrate understanding can:

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

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-ESS2-1 Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

STRAND	NGSS.4-ESS	EARTH AND SPACE SCIENCE
TITLE	4-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 4-ESS3-1 Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

PERFORMANCE EXPECTATION 4-ESS3-2 Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Virtual Field Trips

Grade 3 - Geography of Our Communities

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 5

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 5 - 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

Grade 4 - West Region Early Beginnings

Jerusalem - Then and Now (Younger 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 (Younger 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

Grade 4 - West Region Early Beginnings

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 (Younger 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 Grade 4 - Northeast Grade 4 - West Region Early Beginnings

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 Grade 4 - West Region Early Beginnings

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 (Younger 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 Grade 4 - West Region Early Beginnings

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 Grade 4 - Northeast Grade 4 - West Region Geography

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 (Younger 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 Grade 4 - West Region Early Beginnings

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.2.	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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.3.	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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.4.	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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Today Rome - The Eternal City

LEARNING EXPECTATION	2.1.5.	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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.6.	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 Grade 4 - Northeast Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
LEARNING EXPECTATION	2.1.8.	The history of democratic ideals and principles, and how they are represented in documents, artifacts and symbols. Virtual Field Trips Washington, DC - Grades K - 5

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City

THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	2.2.2.	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 Grade 4 - Northeast 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 Grade 4 - Northeast 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 Grade 4 - Northeast Grade 4 - West Region Geography

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today The Sahara Desert
LEARNING EXPECTATION	3.1.2.	Concepts 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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert
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 Grade 4 - Northeast

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
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 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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 Grade 4 - Northeast The Sahara Desert
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to 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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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 Grade 4 - Northeast 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 Grade 4 - Northeast
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 Grade 4 - Northeast

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 Grade 4 - Northeast

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 Grade 4 - West Region Early Beginnings

LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 4 - Northeast

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 Grade 4 - West Region Early Beginnings

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 Grade 4 - Northeast

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 Grade 4 - Northeast

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 K - 5

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 K - 5

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 Grade 4 - Northeast

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 Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger 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	10.1.5.	Key documents and excerpts from key sources that define and support democratic ideals and practices (e.g., the U.S. Declaration of Independence, the U.S. Constitution, the Gettysburg Address, the Letter from Birmingham Jail; and international documents such as the Declaration of the Rights of Man, and the Universal Declaration of the Rights of Children).

Virtual Field Trips

Grade 4 - Northeast

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 K - 5

Main Criteria: National Geography Standards (NGS)

Secondary Criteria: Virtual Field Trips Subject s:

Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 5 - 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

Grade 4 - West Region Geography

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. 1. Identify and describe the connections between ocean circulation system and climate (e.g., North Atlantic Drift and the mild climate of Western Europe, the climatic effects of El Niño or La Niña).

Virtual Field Trips

Grade 4 - West Region Geography

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

Grade 4 - Northeast

Grade 4 - West Region Geography

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

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography 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 Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
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 Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography
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. 1.	Explain the effects of variations in seasonal precipitation on rivers or vegetation (e.g., amount of snowfall, flash floods, 100-year rain event on rivers, lakes, shorelines, forests). Virtual Field Trips Grade 4 - Southwest Region Early Beginnings
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 Grade 4 - West Region Geography Grade 4 - West Region Landforms 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 Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah		

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 Grade 4 - Southwest Region Early Beginnings		

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 Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography 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 Grade 4 - Northeast Grade 4 - West Region Geography National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert		

EXPECTATION	PS.8.2.A.3.	Explain how ocean currents influence the characteristics of ecosystems (e.g., the Peru current and the Atacama Desert, the Benguela current and Namib Desert, East Indian current in the Bay of Bengal and monsoon season in India).
Virtual Field Trips Grade 4 - West Region Geography		

ESSENTIAL ELEMENT	NGS.PS.	Physical Systems
STANDARD	PS.8.	The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND	PS.8.3.	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

Grade 4 - Northeast

Grade 4 - West Region Geography

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

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Today

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.11.	The patterns and networks of economic interdependence on Earth's surface
STRAND	HS.11.4.	Connecting Economic Activities: Economic systems are dependent on integrated transportation and communication networks
BENCHMARK	HS.11.4.A.	Identify and describe examples of how people, products, and ideas move using integrated transportation and communication networks, as exemplified by being able to

EXPECTATION HS.11.4.A.1. Analyze systems for the movement of people and goods (e.g., hub and spoke systems for air travel, US mail, United Parcel Service and FedEx use airplanes, large trucks, and small trucks for global delivery depending on the size and weight of the cargo and its origin and destination).

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.4.	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

Grade 4 - Midwest Region Today

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	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

Grade 4 - Northeast

Grade 4 - West Region Geography

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
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
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
Grade 4 - West Region Today
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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography 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
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms
 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
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms

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
 Grade 4 - West Region Geography
 Grade 4 - West Region Landforms

EXPECTATION	ES.15.2.B.3.	Explain where and why tornadoes are most likely to occur in the United States.

Virtual Field Trips
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Southwest Region Early Beginnings

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

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.2.	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

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

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

Grade 4 - West Region Today

National Parks - Nevada, California

National Geography Standards (NGS)

Social Studies

Grade: 5 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.1.	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

Grade 4 - Northeast

The Sahara Desert

ESSENTIAL ELEMENT	NGS.WST.1.	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

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.WST.1.	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

Grade 4 - Northeast

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.2.1 .	Developing Mental Maps: The locations, characteristics, and patterns of physical and human features are the basis for mental maps at local to global scales
BENCHMARK	WST.2.1 .A.	Identify from memory and describe locations, patterns, and characteristics of physical and human features, as exemplified by being able to

EXPECTATION WST.2.1. A.2. Identify from memory the locations of major land acquisitions to the United States following the settlement of the original 13 colonies, which resulted in the current political boundaries.

Virtual Field Trips

Grade 4 - Midwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

EXPECTATION WST.2.1. A.3. Identify from memory and describe the major climate and vegetation regions of the United States.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

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

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Today

Washington, DC - Grades K - 5

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

Grade 4 - Northeast

EXPECTATION WST.2.3. A.2. Identify from memory and describe the features that may have resulted in a change of route or engineering innovations in building the first US transcontinental railroad.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

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

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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

Grade 4 - Northeast

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.1.	Describe how changing transportation and communication technologies influence human distribution and settlement patterns using time lines, maps, and graphs (e.g., compare historic routes West, such as the Santa Fe Trail and Route 66 with current modes and routes of travel and discuss how these have influenced settlement, map the flow of emigrants to the United States by ethnic group, date, factors causing emigration, ports of entry, and settlement patterns, comparing early immigration to current immigration).
Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Early Beginnings		
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 Grade 4 - West Region Early Beginnings		

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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Northeast		

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 Grade 4 - Northeast

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 Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.2.	The Characteristics of 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 Grade 4 - Northeast Grade 4 - West Region Geography

EXPECTATION	PR.4.2.B. 3.	Explain the ways in which a battle can change a place (e.g., the Battle of Gettysburg during the Civil War, the invasion of Normandy during World War II, the Battle of Salamis in ancient Greece, the American War for Independence).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.5.	That people create regions to interpret Earth's complexity
STRAND	PR.5.1.	The Concept of Region: 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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings

ESSENTIAL ELEMENT	NGS.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 Grade 4 - Northeast

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 Grade 4 - Northeast

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 Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today

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 Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today

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 Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

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 Grade 4 - West Region Geography Grade 4 - West Region Landforms 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.7.2.	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 Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography

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

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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

Grade 4 - West Region Geography

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms The Sahara Desert		

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 Grade 4 - Northeast		

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.A.	Explain the concepts of population distribution and density and how they change over time, as exemplified by being able to

EXPECTATION	HS.9.2.A. 2.	Explain how both rural to urban migration and internal growth rate are changing the population size and density of large world cities.
Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast		

EXPECTATION	HS.9.2.A. 3.	Analyze and explain the positive and negative consequences of the migration of large numbers of people in a country (e.g., shift in US population from the northern industrial cities to the Sunbelt cities after the decline in US manufacturing and assembly jobs beginning in the late 20th century, migration of African Americans from the rural South to northern cities).
Virtual Field Trips Grade 4 - Midwest Region Today		

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.1. Describe and analyze the current distribution of population in the United States (e.g., comparing the East and West Coasts, pattern of population east versus west of the 100th meridian).

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

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

Grade 4 - Northeast

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

Grade 4 - Northeast

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

Grade 4 - Northeast

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

Grade 4 - Northeast

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 Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: 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 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
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.3.	Identify the place names of towns in a particular region and explain how they serve as cultural markers on the landscape (e.g., US town names connected to prior European homelands, locations with names from an indigenous language, names of immigrant settlements).
		Virtual Field Trips Grade 4 - Northeast
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.2.	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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings

EXPECTATION HS.10.3.A.
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.
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
.2. Explain how jazz music developed in the southern United States and then spread north primarily to cities along the Mississippi River.

Virtual Field Trips
Grade 4 - Midwest Region Today

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

Grade 4 - Northeast

Grade 4 - West Region Geography

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

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

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

Grade 4 - Northeast

Grade 4 - West Region Geography

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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts

EXPECTATION	HS.12.1.A.3.	Describe the role that the routes of transportation systems (e.g., steam railroad requiring water stations, the Pony Express, overland trails, stagecoach lines) played in the growth or decline of frontier settlements during the late 1800s and early 1900s in the United States.
		Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Early Beginnings

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.12.	The processes, patterns, and functions of human settlement
STRAND	HS.12.2.	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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Northeast Grade 4 - West Region Geography

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 Grade 4 - Northeast Grade 4 - West Region Geography

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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.2.	The Use of Technology: The use of technology has changed the scale at which people can modify the physical environment
BENCHMARK	ES.14.2.A.	Describe and explain the ways in which technology has expanded the scale of human modification of the physical environment, as exemplified by being able to

EXPECTATION	ES.14.2.A.2.	Describe how changes in technology have altered the methods and amount of travel and therefore the effects on the physical environment (e.g., car emissions, road building, airplane jet exhaust and noise).
		Virtual Field Trips Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The 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 Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The characteristics of a physical environment provide opportunities for and impose constraints on human activities
BENCHMARK	ES.15.1.B.	Explain how the characteristics of different physical environments place constraints on human activities, as exemplified by being able to

EXPECTATION	ES.15.1.B .3.	Explain how the development of a city can be influenced by the physical environmental characteristics of the area (e.g., requirement of bedrock to support skyscrapers, filling in water areas to add buildable space, reduction of hills to level areas, mountain valleys with limited usable land area).
Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography		

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	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 .3.	Identify the locations of environmental hazards in the student's state or region, describe the characteristics of each, and explain how people adapt to living in these areas.

Virtual Field Trips

Grade 4 - Northeast

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.2.	Environmental Hazards: 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

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today

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 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today

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 Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today

ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.16.	The changes that occur in the meaning, use, distribution, and importance of resources
STRAND	ES.16.3.	Sustainable Resource Use and Management: 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 Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today		

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 Grade 4 - West Region Early Beginnings		

EXPECTATION	UG.17.1.A.3.	Describe and explain how access to the open range of the Great Plains provided the context for the expansion of the cattle industry (e.g., free grasslands for grazing, trails across open areas to railroad trailheads).
Virtual Field Trips Grade 4 - Southwest Region Early Beginnings		

ESSENTIAL ELEMENT	NGS.UG.	The Uses of Geography
STANDARD	UG.17.	How to apply geography to interpret the past
STRAND	UG.17.2.	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. .1.	Describe and compare population settlement patterns during different historical periods (e.g., discuss regional differences in colonial settlement patterns in North America, trace the westward expansion of the United States through land acquisitions and government incentives for land ownership).
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings		

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 Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 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 Grade 4 - Northeast		

EXPECTATION	UG.17.3.A.2.	Analyze and explain how letters, promotional literature, advertisements, and newspapers in the 19th century shaped public perceptions of the American West and led to its settlement.
Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings		

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. Explain why the majority of emerging megacities will continue to be located in South and East Asia.
A.3.

Virtual Field Trips

Tokyo - City of Contrasts

Main Criteria: Next Generation Science Standards (NGSS)

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

Grade: 5

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 5 - Adopted: 2013

STRAND	NGSS.5-PS	PHYSICAL SCIENCE
TITLE	5-PS3	Energy
		Students who demonstrate understanding can:

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

Virtual Field Trips

Galapagos Islands

Who Lives On a Coral Reef?

STRAND	NGSS.5-LS	LIFE SCIENCE
TITLE	5-LS2	Ecosystems: Interactions, Energy, and Dynamics
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 5-LS2-1 Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

STRAND	NGSS.5-ESS	EARTH AND SPACE SCIENCE
TITLE	5-ESS2	Earth's Systems
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION 5-ESS2-1 Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

PERFORMANCE E EXPECTATION	5-ESS2-2	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth.
Virtual Field Trips National Parks - Nevada, California		

STRAND	NGSS.5-ESS	EARTH AND SPACE SCIENCE
TITLE	5-ESS3	Earth and Human Activity
		Students who demonstrate understanding can:

PERFORMANCE EXPECTATION	5-ESS3-1	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Virtual Field Trips
African Safari
Amazon Rainforest - People and Threats - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Canada: Coast to Coast
Galapagos Islands
Grade 4 - West Region Today
National Parks - Alaska & Hawaii
National Parks - Nevada, California
National Parks - Washington, Oregon, Idaho, Montana, Colorado
National Parks - Wyoming, Utah
Who Lives On a Coral Reef?

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 on 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.	Concepts 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 Subject:
 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?

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 7

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 7 - 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 6-8

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 6-8

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 6-8

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 6-8 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 6-8 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 6-8 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 6-8 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 on 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. 280

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
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
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 ENVIRONMENT S
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 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
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems. Virtual Field Trips 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 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Exploring Cuba

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

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 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
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 6-8 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 - 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 6-8 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 6-8 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 6-8 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 Subject:

Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 7 - 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

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 6-8 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

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).
		<u>Virtual Field Trips</u> 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.
		<u>Virtual Field Trips</u> 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).
		<u>Virtual Field Trips</u> 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).
		<u>Virtual Field Trips</u> 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).
		<u>Virtual Field Trips</u> Amazon Rainforest - Grades 6-8 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 National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado		

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

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 6-8

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 6-8 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		

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 6-8 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		

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 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 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

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 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

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 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 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

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 6-8 Galapagos Islands National Parks - Nevada, California

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

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

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

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 6-8

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 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 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 6-8

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

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 6-8

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.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 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Exploring Cuba

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 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 - 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 - 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 - 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 - 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 6-8 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: 7

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 7 - 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 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-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

STRAND	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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

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 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
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 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
STRAND	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 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 E 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. <u>Virtual Field Trips</u> 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 6-8
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California

PERFORMANCE E 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 6-8
 Canada: Coast to Coast
 Galapagos Islands
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

PERFORMANCE E 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 6-8

PERFORMANCE E 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

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

Secondary Criteria: Virtual Field Trips

Subject: Social Studies

Grade: 8

Correlation Options: Show Correlated

National Council for the Social Studies (NCSS)

Social Studies

Grade: 8 - 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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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 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 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 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 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 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 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 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 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 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 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 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 on the history of local areas, states, nations, and the world. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast 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

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

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 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba
LEARNING EXPECTATION	3.1.2.	Concepts such as: location, region, place, and migration, as well as human and physical systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 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 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Exploring Cuba
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 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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 6-8 Canada: Our Northern Neighbor

LEARNING EXPECTATION	3.1.7.	Human modifications of the environment. Virtual Field Trips Amazon Rainforest - Grades 6-8 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

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 6-8 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

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 6-8 Amazon Rainforest - People and Threats - Grades 6-8

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 - 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. <u>Virtual Field Trips</u> Canada: Our Northern Neighbor

LEARNING EXPECTATION	3.3.6.	Graphing patterns of human migration in a selected place on the globe. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba

LEARNING EXPECTATION	5.1.5.	That groups and institutions change over time. <u>Virtual Field Trips</u> Canada: Our Northern Neighbor

LEARNING EXPECTATION	5.1.9.	That groups and institutions influence culture in a variety of ways. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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. <u>Virtual Field Trips</u> Exploring Cuba

LEARNING EXPECTATION	5.2.6.	Analyze the role of institutions in furthering both continuity and change. <u>Virtual Field Trips</u> 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	9.1.2.	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	9.2.3.	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 6-8 Amazon Rainforest - People and Threats - Grades 6-8 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 Subject:

Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

National Geography Standards (NGS)

Science

Grade: 8 - 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

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 Amazon Rainforest - Grades 6-8 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
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 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 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 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 6-8 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 National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado		

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		

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 Amazon Rainforest - Grades 6-8 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 Amazon Rainforest - Grades 6-8 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		
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 Amazon Rainforest - Grades 6-8 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		

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 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 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 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		

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 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

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 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.
		<u>Virtual Field Trips</u> 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).
		<u>Virtual Field Trips</u> 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.
		<u>Virtual Field Trips</u> Canada: Coast to Coast 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.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).
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Nevada, California

ESSENTIAL ELEMENT	NGS.WST.1.	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

ESSENTIAL ELEMENT	NGS.WST.1.	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.1.	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

ESSENTIAL ELEMENT	NGS.WST.2.	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

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

Exploring Cuba

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

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

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

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 6-8

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 6-8

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

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

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 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

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

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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.8.3.	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

Amazon Rainforest - Grades 6-8

Canada: Coast to Coast

Exploring Cuba

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.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 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

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 - 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).
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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.
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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 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 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 - 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.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). <u>Virtual Field Trips</u> 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). <u>Virtual Field Trips</u> 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). <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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 - 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 - 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 6-8 Amazon Rainforest - People and Threats - Grades 6-8		

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
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: 8

Correlation Options: Show Correlated

Next Generation Science Standards (NGSS)

Science

Grade: 8 - 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 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-LS1-5 Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

STRAND	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

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

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 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

PERFORMANCE EXPECTATION	MS-LS2-4	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado

PERFORMANCE EXPECTATION	MS-LS2-5	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

STRAND	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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> 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. <u>Virtual Field Trips</u> Canada: Coast to Coast

PERFORMANCE E 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 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California

PERFORMANCE E EXPECTATION	MS- ESS3-3	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

PERFORMANCE E 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 6-8

PERFORMANCE E 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