

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.
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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.
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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.
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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.
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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.
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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.
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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
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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
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

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

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
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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.
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Virtual Field Trips
Grade 1 - All About Work

LEARNING EXPECTATION	7.1.5.	The characteristics and functions of money and its uses.
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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.
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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.
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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.
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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. 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	9.1.4.	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
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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)
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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
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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. 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

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. 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

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

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

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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.

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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
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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.

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[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

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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

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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).

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Grade 1 - Families and Neighbors

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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

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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

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Grade 1 - Life Long Ago

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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

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