

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: K

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: K - Adopted: 2014

CONTENT STANDARD	NV.K-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	K-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONTENT STANDARD	NV.K-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	K-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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.

Virtual Field Trips

Grade 1 - The Earth Around Us

Nevada Academic Content Standards

Social Studies

Grade: K - Adopted: 2017/Revised 2018

CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION	SS.K.1.	With prompting and support, generate compelling questions to explore how learning and working together builds a classroom community. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions
GRADE LEVEL EXPECTATION	SS.K.2.	With prompting and support, generate supporting questions related to compelling questions. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Developing claims and using evidence
GRADE LEVEL EXPECTATION	SS.K.4.	With prompting and support, construct responses to compelling questions using examples. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions
GRADE LEVEL EXPECTATION	SS.K.5.	With prompting and support, construct organized explanations for various audiences and purposes. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors
CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION	SS.K.7.	With prompting and support, list and discuss group or individual actions to help address local, regional, and or global problems. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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GRADE LEVEL EXPECTATION	SS.K.8.	With prompting and support, use deliberative and democratic procedures to take action about an issue in your classroom, school, or community. Virtual Field Trips Grade 1 - All About Work Grade 1 - Let's Learn About the Government
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.K.9.	Compare life in the past to life today within the community. Virtual Field Trips Grade 1 - The Earth Around Us
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful environment with diverse people(MC)

GRADE LEVEL EXPECTATION	SS.K.12.	Identify diverse cultural events, holidays, and symbols and where appropriate, identify these celebrations on a calendar. Virtual Field Trips Grade 1 - Families and Neighbors
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.K.13.	Describe ways in which students and families are alike and different across cultures. Virtual Field Trips Grade 1 - Families and Neighbors
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CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
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GRADE LEVEL
EXPECTATION

SS.K.14. Describe an action that exemplifies civic dispositions, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

CONTENT STANDARD		Kindergarten: Building Community – Learning & Working Together
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL
EXPECTATION

SS.K.16. Describe how people work to improve their communities.

Virtual Field Trips

Grade 1 - All About Work

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 1

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 1 - Adopted: 2014

CONTENT STANDARD	NV.1-LS.	LIFE SCIENCE
STRAND / INDICATOR	1-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.1-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	1-ESS1.	Earth's Place in the Universe
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

Nevada Academic Content Standards

Social Studies

Grade: 1 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.1.1. With prompting and support, generate compelling questions to explore the places people live and work.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
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STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions

GRADE LEVEL EXPECTATION SS.1.2. With prompting and support, generate supporting questions related to compelling questions.

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

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Developing claims and using evidence

GRADE LEVEL EXPECTATION SS.1.4. With prompting and support, construct responses to compelling questions using examples.

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

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.1.7. With prompting and support, list and discuss group or individual actions to help address community problems.

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

GRADE LEVEL EXPECTATION SS.1.8. With prompting and support, use deliberative and democratic procedures to take action about an issue in the community.

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

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)
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GRADE LEVEL EXPECTATION SS.1.9. Compare life in the past to life today for different cultural groups within the community.

Virtual Field Trips

Grade 1 - The Earth Around Us

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION SS.1.12. Describe ways in which students and families are alike and different across cultures.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

GRADE LEVEL EXPECTATION SS.1.13. Identify and compare cultural practices and traditions in the community.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION SS.1.15. Describe and give examples of how all people, not just official leaders, play important roles in the community.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Grade 2 - Work and Money

GRADE LEVEL EXPECTATION SS.1.16. Explain the purpose of different government functions, including but not limited to: garbage collection, passing and enforcing laws, road building, and schools.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.1.17.	Describe a situation that exemplifies democratic principles, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights. <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)
GRADE LEVEL EXPECTATION	SS.1.18.	Compare and contrast the different ways people work to improve the community. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)
GRADE LEVEL EXPECTATION	SS.1.19.	Use simple geographic models to describe environmental and physical characteristics of the community. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
CONTENT STANDARD		Grade 1: The Community We Live In & the Work We Do
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)
GRADE LEVEL EXPECTATION	SS.1.22.	Compare the goods and services produced locally with those that are produced in other communities. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 2

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 2 - Adopted: 2014

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.2-LS.	LIFE SCIENCE
STRAND / INDICATOR	2-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-LS4-1. Make observations of plants and animals to compare the diversity of life in different habitats[Clarification Statement: Emphasis is on the diversity of living things in each of a variety of different habitats.] [Assessment Boundary: Assessment does not include specific animal and plant names in specific 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?

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	2-ESS1.	Earth's Place in the Universe
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.2-ESS.	EARTH AND SPACE SCIENCE
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STRAND / INDICATOR	2-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-ESS2-1. Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.

Virtual Field Trips

Grade 3 - Geography of Our Communities

GRADE LEVEL EXPECTATION 2-ESS2-2. Develop a model to represent the shapes and kinds of land and bodies of water in an area.

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?

GRADE LEVEL EXPECTATION 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

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

Nevada Academic Content Standards

Social Studies

Grade: 2 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.2.1. With prompting and support, generate compelling questions to explore national identity and culture.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How Government Helps Our Communities

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions

GRADE LEVEL EXPECTATION	SS.2.2.	With prompting and support, generate supporting questions related to compelling questions. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How Government Helps Our Communities
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Gathering and evaluating sources
GRADE LEVEL EXPECTATION	SS.2.3.	With prompting and support, analyze multiple primary sources to determine the author and time period, author's perspective and main idea. Virtual Field Trips Grade 3 - The First Americans
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions
GRADE LEVEL EXPECTATION	SS.2.6.	With prompting and support, participate in a structured academic discussion using evidence and reasoning. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action
GRADE LEVEL EXPECTATION	SS.2.7.	With prompting and support, list and discuss group or individual actions to help address local, regional, and/or national problems. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
GRADE LEVEL EXPECTATION	SS.2.8.	With prompting and support, use deliberative and democratic procedures to take action. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION SS.2.9. Identify major political leaders who have impacted U.S. history.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION SS.2.10. Explore significant events that have shaped national identity.

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 - How The Country Was Settled

Grade 3 - The First Americans

Washington, DC - Grades K - 5

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.2.11. Identify how individuals have made a difference in the communities in which they live.

Virtual Field Trips

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

Grade 1 - The Earth Around Us

Grade 2 - Our Government At Work

Grade 2 - Work and Money

Grade 3 - How Government Helps Our Communities

CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.2.12.	Examine major events in U.S. history to understand how discrimination and oppression of various racial and ethnic groups have contributed towards movements for social justice. Virtual Field Trips Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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GRADE LEVEL EXPECTATION	SS.2.13.	Explain how people from different groups work through conflict when solving problems throughout U.S. history. Virtual Field Trips Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.2.14.	Identify and compare cultural practices and traditions in the U.S. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - The First Americans
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.2.15.	Discuss the contributions and positive impacts of culturally, racially, and ethnically diverse people in U.S. history. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Washington, DC - Grades K - 5
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CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.2.16.	Explain how diverse individuals have played important roles in developing the nation's civic identity, including but not limited to: deliberative discussion, equality, freedom, liberty, and respect for individual rights. Virtual Field Trips Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	SS.2.17.	Describe the role and responsibilities of the U.S. president. Virtual Field Trips Grade 1 - Let's Learn About the Government
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.2.18.	Determine the civic dispositions and democratic principles that have influenced the U.S. 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 LEVEL EXPECTATION	SS.2.19.	Describe the rights and responsibilities of citizenship. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)
GRADE LEVEL EXPECTATION	SS.2.21.	Identify major national landmarks associated with historical events. 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
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.2.22.	Examine how environmental characteristics shape the development of the nation. Virtual Field Trips Grade 3 - How The Country Was Settled
CONTENT STANDARD		Grade 2: Our National Identity & Culture
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)
GRADE LEVEL EXPECTATION	SS.2.23.	Describe why people made decisions to move in early U.S. history, including but not limited to: cultural, economic, environmental, political, social. Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 3

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 3 - Adopted: 2014

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.3-LS.	LIFE SCIENCE
STRAND / INDICATOR	3-LS4.	Biological Evolution: Unity and Diversity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

GRADE LEVEL 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?

GRADE LEVEL 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?

CONTENT STANDARD	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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

CONTENT STANDARD	NV.3-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	3-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

Nevada Academic Content Standards
Social Studies
 Grade: 3 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.3.1. Generate compelling questions to explore movement around the world.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Creating supporting questions

GRADE LEVEL EXPECTATION SS.3.2. Generate and answer supporting questions that help address compelling questions.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Developing claims and using evidence

GRADE LEVEL EXPECTATION SS.3.6. Construct responses to compelling questions using reasoning, examples, and relevant details.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Communicating and critiquing conclusions

GRADE LEVEL EXPECTATION SS.3.7. Construct organized explanations for various audiences and purposes using evidence and reasoning.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.3.9. List and discuss group or individual action to help address local, regional, or global problems.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 2 - Work and Money

GRADE LEVEL EXPECTATION SS.3.10. Use deliberative and democratic procedures to take action about an issue.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 2 - Work and Money

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)
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GRADE LEVEL
EXPECTATION

SS.3.11. Investigate government responses to migration and immigration.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Today

Grade 4 - Northeast

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL
EXPECTATION

SS.3.12. Compare and contrast conflicting historical perspectives about migration and immigration.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL
EXPECTATION

SS.3.14. Explore the impact of migration and immigration on global conflicts.

Virtual Field Trips

Grade 4 - Northeast

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL
EXPECTATION

SS.3.16. Analyze how migrants and immigrants interact with people in their new community.

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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions and impact including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds (MC)

GRADE LEVEL EXPECTATION SS.3.17. Analyze the contributions and positive impacts of culturally, racially, and ethnically diverse people throughout the world.

Virtual Field Trips

Grade 3 - A Country of Cultures

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)

GRADE LEVEL EXPECTATION SS.3.18. Identify how democratic principles motivate individuals to migrate.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - A Country of Cultures

Grade 3 - How The Country Was Settled

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION SS.3.19. Identify and discuss examples of rules, laws, and authorities that keep people safe and property secure in societies throughout the world.

Virtual Field Trips

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 2 - Work and Money

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environmental interaction (G)

GRADE LEVEL EXPECTATION	SS.3.21.	Examine how environmental and cultural characteristics influence people's choices to live in different areas around the world. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 4 - Northeast Grade 4 - West Region Early Beginnings
CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION SS.3.22. Explain how human settlements and movements relate to a location's physical geography and natural 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

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global Interconnections (G)

GRADE LEVEL EXPECTATION SS.3.23. Describe how various cultures have interacted with and influenced each other.

Virtual Field Trips
Grade 2 - Early Americans
Grade 3 - The First Americans
Grade 4 - Northeast

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.3.24.	Identify how people use natural resources, human resources, and physical capital to produce goods and services to trade around the world.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer 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 Today

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION	SS.3.25.	Explain why people in one country trade goods and services with people in other countries.
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Virtual Field Trips
Exploring Cuba
Grade 2 - Work and Money
Grade 3 - Businesses At Work

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Financial decision-making (FL)

GRADE LEVEL EXPECTATION	SS.3.26.	Distinguish between needs and wants.
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Virtual Field Trips
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

CONTENT STANDARD		Grade 3: Movement Around Our World
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Savings and spending (FL)

GRADE LEVEL EXPECTATION	SS.3.27.	Describe the difference between saving and spending.
		<u>Virtual Field Trips</u>
		Grade 2 - Work and Money
		Grade 3 - I Am a Consumer

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 4 - Adopted: 2014

CONTENT STANDARD	NV.4-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	4-PS4.	Waves and their Applications in Technologies for Information Transfer
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Virtual Field Trips

Grade 3 - Geography of Our Communities

CONTENT STANDARD	NV.4-LS.	LIFE SCIENCE
STRAND / INDICATOR	4-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.

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?

GRADE LEVEL EXPECTATION 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.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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
CONTENT STANDARD	NV.4-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	4-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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
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GRADE LEVEL 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
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Nevada Academic Content Standards
Social Studies
Grade: 4 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 4: Nevada: Past & Present
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.4.23.	Create maps that include human and physical features and that demonstrate spatial patterns in Nevada. Virtual Field Trips Grade 4 - West Region Geography
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CONTENT STANDARD		Grade 4: Nevada: Past & Present
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)
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GRADE LEVEL
EXPECTATION

SS.4.24. Examine how and why Nevada's landscape has been impacted by humans.

Virtual Field Trips
Grade 4 - West Region Geography

GRADE LEVEL
EXPECTATION

SS.4.25. Analyze how technological changes have impacted the environment and economy of Nevada.

Virtual Field Trips
Grade 4 - West Region Geography

CONTENT STANDARD		Grade 4: Nevada: Past & Present
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Savings and spending (FL)

GRADE LEVEL
EXPECTATION

SS.4.30. Explain the benefits of saving and methods of saving, including but not limited to: financial institutions and saving at home.

Virtual Field Trips
Grade 3 - I Am a Consumer

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 5 - Adopted: 2014

CONTENT STANDARD	NV.5-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	5-PS3.	Energy
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.5-LS.	LIFE SCIENCE
STRAND / INDICATOR	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?

CONTENT STANDARD	NV.5-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	5-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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
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GRADE LEVEL 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
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CONTENT STANDARD	NV.5-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	5-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?
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Nevada Academic Content Standards

Social Studies

Grade: 5 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.5.12.	Investigate what it meant to be an American for different groups of people in early American history. Virtual Field Trips Grade 4 - Southeast Region of the U.S. Grade 4 - West Region Early Beginnings
GRADE LEVEL EXPECTATION	SS.5.13.	Explore the development of colonial America and compare differences among the colonies. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	SS.5.14.	Analyze the way in which Native, European, and African cultures were impacted by conflict and compromise in our nation's early history. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.5.15.	Analyze how various political, religious, and intellectual ideas have influenced the development of early American society and government. Virtual Field Trips Ancient Greece
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CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION	SS.5.16.	Evaluate the causes and effects of the American Revolution. Virtual Field Trips Grade 4 - Northeast
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CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.5.17.	Analyze how and why racial, ethnic, and other groups were oppressed in early American history. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)
GRADE LEVEL EXPECTATION	SS.5.18.	Evaluate how individuals and groups used ideas from foundational documents to create communities of respect, equity, and diversity throughout American history. Virtual Field Trips Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)
GRADE LEVEL EXPECTATION	SS.5.20.	Analyze how individuals, groups, and institutions have influenced the interpretation of foundational documents over time. Virtual Field Trips Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.5.22.	Analyze core civic dispositions and democratic principles and their influence on early American history. Virtual Field Trips Grade 4 - Northeast
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.5.26.	Explain the structures of constitutional government and the role of checks and balances. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)
GRADE LEVEL EXPECTATION	SS.5.31.	Analyze how physical geography and natural resources affected exploration within the settlement of people, and the development of culture in early U.S. history. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
GRADE LEVEL EXPECTATION	SS.5.32.	Compare and contrast the similarities and differences of the economies of the colonial regions. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD		Grade 5: The U.S. – Creating a New Nation
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)
GRADE LEVEL EXPECTATION	SS.5.33.	Investigate the development of the early U.S. economy. Virtual Field Trips Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
GRADE LEVEL EXPECTATION	SS.5.34.	Evaluate the role of slavery in the early U.S. economy. Virtual Field Trips Grade 4 - Southeast Region of the U.S.

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 6

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 6 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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

GRADE LEVEL 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?

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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?
GRADE LEVEL 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?
GRADE LEVEL 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?
GRADE LEVEL 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?
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems

INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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
CONTENT STANDARD	NV.MS- ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS- ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL 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

GRADE LEVEL 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?
GRADE LEVEL 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?
GRADE LEVEL 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?

Nevada Academic Content Standards
Social Studies
Grade: 6 - Adopted: 2017/Revised 2018

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.1.	Construct compelling questions based upon disciplinary concepts. 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
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GRADE LEVEL EXPECTATION	SS.6- 8.EWC.2.	Evaluate various interpretations to answer compelling questions within and across disciplines. 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
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.11.	Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Exploring Cuba

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.12.	Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Greece
Ancient Mayan Civilization

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)
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GRADE LEVEL SS.6- Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
EXPECTATION 8.EWC.14.

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
Jerusalem - Then and Now (Older Grades)

GRADE LEVEL SS.6- Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.
EXPECTATION 8.EWC.15

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
Rome - The Eternal City

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL SS.6- Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
EXPECTATION 8.EWC.16.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Jerusalem - Then and Now (Older Grades)
Rome - The Eternal City

GRADE LEVEL SS.6- Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
EXPECTATION 8.EWC.17

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Greece
Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION SS.6-8.EWC.18. Analyze the use of conflict and/or diplomacy within the ancient world.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION SS.6-8.EWC.19. Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION SS.6-8.EWC.20. Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.

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

GRADE LEVEL EXPECTATION SS.6-8.EWC.21. Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)
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GRADE LEVEL SS.6- Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world
EXPECTATION 8.EWC.22. of racially and ethnically diverse people.

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

Jerusalem - Then and Now (Older Grades)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL SS.6- Describe the different political, civil, religious, and economic organization of early civilizations.
EXPECTATION 8.EWC.23.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL SS.6- Compare and contrast government structures, processes, and laws within and across early civilizations.
EXPECTATION 8.EWC.25.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.27.	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
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		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.28.	Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
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Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Greece
 Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
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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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Greece
CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)
GRADE LEVEL EXPECTATION	SS.6-8.EWC.31.	Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Greece
CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)
GRADE LEVEL EXPECTATION	SS.6-8.EWC.32.	Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties
CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions
GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1.	Construct compelling questions based upon disciplinary concepts. 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 LEVEL EXPECTATION	SS.6-8.WGGS.2.	Evaluate various interpretations to answer compelling questions within and across disciplines. 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
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and Politics (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1.2.	Compare rise and fall of governmental systems and political developments across the world. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1.4.	Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society. 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)
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION	SS.6- 8.WGGS.1 6.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.WGGS.2 2.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world. Virtual Field Trips Washington, DC - Grades 6 - 8
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6- 8.WGGS.2 4.	Describe the roles of political, civil, and economic organizations in shaping people's lives. Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION	SS.6- 8.WGGS.2 7.	Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

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

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.9. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

GRADE LEVEL EXPECTATION SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

Virtual Field Trips

Amazon Rainforest - 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

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
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GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.

Virtual Field Trips

Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.

Virtual Field Trips

Exploring Cuba

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 Investigate the impact of global trade policies on nations and their citizens.

Virtual Field Trips

Exploring Cuba

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.EUSH.1 Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

Virtual Field Trips

Washington, DC - Grades 6 - 8

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history. Virtual Field Trips Washington, DC - Grades 6 - 8

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 7 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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

GRADE LEVEL 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
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GRADE LEVEL 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
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CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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
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GRADE LEVEL 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
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GRADE LEVEL 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
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GRADE LEVEL 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
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.

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

GRADE LEVEL EXPECTATION SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Virtual Field Trips

Ancient China - Qin & Han Dynasties
 Canada: Our Northern Neighbor
 Exploring Cuba

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.12.	Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.14.	Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
		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 Jerusalem - Then and Now (Older Grades)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.15	Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. “barbarians,” conquerors vs. conquered, Mongols vs. Ming Chinese.
		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 Rome - The Eternal City

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.16.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
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GRADE LEVEL EXPECTATION	SS.6- 8.EWC.17 .	Analyze the impact of technological developments on events, peoples, and cultures in the ancient world. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.18.	Analyze the use of conflict and/or diplomacy within the ancient world. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.19.	Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early civilizations as well as the responses of those groups to the oppression. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.20.	Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations. 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
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GRADE LEVEL EXPECTATION	SS.6- 8.EWC.21	Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world history. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Mayan Civilization
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.22.	Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people. 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 Jerusalem - Then and Now (Older Grades)
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.23.	Describe the different political, civil, religious, and economic organization of early civilizations. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION SS.6-8.EWC.25. Compare and contrast government structures, processes, and laws within and across early civilizations.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.EWC.27. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.

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

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.EWC.28. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
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		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations.
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Greece		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.31.	Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient Greece		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION	SS.6- 8.EWC.32.	Explain how trade impacted economic growth, labor markets, rights of citizens, the environment, resources, and income distribution in different ancient civilizations.
Virtual Field Trips Ancient China - Qin & Han Dynasties		

CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 Construct compelling questions based upon disciplinary concepts.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 Evaluate various interpretations to answer compelling questions within and across disciplines.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and Politics (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 Compare rise and fall of governmental systems and political developments across the world.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.4 Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society.

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)

CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 6. Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

Rome - The Eternal City

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 2. Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world.

Virtual Field Trips

Washington, DC - Grades 6 - 8

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 4. Describe the roles of political, civil, and economic organizations in shaping people's lives.

Virtual Field Trips

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 7. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

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

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2.9. Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

GRADE LEVEL EXPECTATION SS.6-8.WGGS.30. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)
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GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.3. Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.4. Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.5. Investigate the impact of global trade policies on nations and their citizens.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.EUSH.1.7. Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

[Virtual Field Trips](#)

[Washington, DC - Grades 6 - 8](#)

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes. Virtual Field Trips Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)
GRADE LEVEL EXPECTATION	SS.6-8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history. Virtual Field Trips Washington, DC - Grades 6 - 8

Main Criteria: Nevada Academic Content Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 8

Correlation Options: Show Correlated

Nevada Academic Content Standards

Science

Grade: 8 - Adopted: 2014

CONTENT STANDARD	NV.MS-PS.	PHYSICAL SCIENCE
STRAND / INDICATOR	MS-PS1.	Matter and Its Interactions
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS1.	From Molecules to Organisms: Structures and Processes
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

CONTENT STANDARD	NV.MS-LS.	LIFE SCIENCE
STRAND / INDICATOR	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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

GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. 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
CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS2.	Earth's Systems
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
GRADE LEVEL 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
GRADE LEVEL 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
GRADE LEVEL 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

GRADE LEVEL 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
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GRADE LEVEL 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
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CONTENT STANDARD	NV.MS-ESS.	EARTH AND SPACE SCIENCE
STRAND / INDICATOR	MS-ESS3.	Earth and Human Activity
INDICATOR / GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

GRADE LEVEL 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
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GRADE LEVEL 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
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GRADE LEVEL 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
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GRADE LEVEL 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
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CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.EWC.1. Construct compelling questions based upon disciplinary concepts.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

GRADE LEVEL EXPECTATION SS.6-8.EWC.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Taking informed action

GRADE LEVEL EXPECTATION SS.6-8.EWC.11. Apply a range of deliberative and democratic procedures to make decisions and take action regarding important contemporary issues.

Virtual Field Trips

Canada: Our Northern Neighbor

Exploring Cuba

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and politics (H)

GRADE LEVEL EXPECTATION SS.6-8.EWC.12. Compare the rise and fall of kingdoms and empires across the ancient world with attention to governmental systems and political developments.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

GRADE LEVEL EXPECTATION	SS.6-8.EWC.13	Examine instances of conflict, oppression, human rights violations, and genocide across the ancient world as well as responses to these violations.
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Virtual Field Trips

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.14.	Describe the factors that shape identity – including institutions, religion, language, social class, geography, culture, and society in ancient civilizations.
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.15	Interpret events from a variety of historical and cultural perspectives, including but not limited to: Romans vs. "barbarians," conquerors vs. conquered, Mongols vs. Ming Chinese.
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Rome - The Eternal City

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.16.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts.
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Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Jerusalem - Then and Now (Older Grades)

Rome - The Eternal City

GRADE LEVEL EXPECTATION	SS.6-8.EWC.17	Analyze the impact of technological developments on events, peoples, and cultures in the ancient world.
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Virtual Field Trips

Ancient Greece

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		International relations (H)

GRADE LEVEL SS.6- Analyze the use of conflict and/or diplomacy within the ancient world.
 EXPECTATION 8.EWC.18.

Virtual Field Trips

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Social justice, consciousness, and action (MC)

GRADE LEVEL SS.6- Analyze the ways in which dominant cultures oppressed conquered peoples or minority groups within early
 EXPECTATION 8.EWC.19. civilizations as well as the responses of those groups to the oppression.

Virtual Field Trips

Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Respectful engagement with diverse people (MC)

GRADE LEVEL SS.6- Assess the influence of cultural diffusion when diverse groups interact within and across early civilizations.
 EXPECTATION 8.EWC.20.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

GRADE LEVEL SS.6- Investigate the ways civilizations build communities of respect, equity, and diversity throughout early world
 EXPECTATION 8.EWC.21. history.

Virtual Field Trips

Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.22.	Analyze the intellectual, cultural, religious, and artistic contributions of ancient civilizations to our modern world of racially and ethnically diverse people.
Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.23.	Describe the different political, civil, religious, and economic organization of early civilizations.
Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades)		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.25.	Compare and contrast government structures, processes, and laws within and across early civilizations.
Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization		

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.27.	Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affected the lives of the people who lived here.
		Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movements, and patterns (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.28.	Explain how changes in transportation, communication, and technology influence the movement of people, goods, and ideas in various early civilizations.
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Virtual Field Trips
 Ancient Greece
 Ancient Mayan Civilization

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global interconnections (G)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.29.	Explain how global changes in population distribution patterns affect changes in land use in early civilizations, including but not limited to: rural vs. urban, major waterways, pandemics, and slavery.
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Virtual Field Trips
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome

CONTENT STANDARD		Early World Civilizations (prior to 1500)
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION	SS.6-8.EWC.30.	Differentiate between economic systems and patterns of trade and how they impact civilizations.
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Virtual Field Trips
 Ancient Greece

CONTENT STANDARD		Early World Civilizations (prior to 1500)
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION SS.6-8.EWC.31. Assess the economies of ancient civilizations based on trade, resources, labor, monetary systems, and other factors.

Virtual Field Trips

Ancient Greece

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Disciplinary Skills
INDICATOR / GRADE LEVEL EXPECTATION		Constructing compelling questions

GRADE LEVEL EXPECTATION SS.6-8.WGGS.1 Construct compelling questions based upon disciplinary concepts.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2. Evaluate various interpretations to answer compelling questions within and across disciplines.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Power and Politics (H)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.12. Compare rise and fall of governmental systems and political developments across the world.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Greece

Ancient Mayan Civilization

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Identity (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1 4.	Describe the factors that shape identity - including institutions, religion, language, social class, geography, culture, and society. 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)
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and Ideas (H)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.1 6.	Investigate cultural developments within and across human societies with attention to belief systems, philosophies, ideologies, and the arts. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Ancient Rome Jerusalem - Then and Now (Older Grades) Rome - The Eternal City
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 2.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of communities and nations around the world. Virtual Field Trips Washington, DC - Grades 6 - 8
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CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)

GRADE LEVEL EXPECTATION	SS.6-8.WGGS.2 4.	Describe the roles of political, civil, and economic organizations in shaping people's lives. Virtual Field Trips Canada: Our Northern Neighbor
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CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Geographic representations (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 7. Utilize and construct maps, charts, and other geographic representations to explain and analyze regional, environmental, and cultural characteristics of various places around the world.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human environment interaction (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.2 8. Analyze and explain the cultural, physical, and environmental characteristics of places and regions and how these affect the lives of the people who live there.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

London - City of Pomp & Majesty

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Human population, movement, and patterns (G)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3 0. Explain how global changes in population distribution patterns affect changes in land use in particular areas.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

CONTENT STANDARD		World Geography & Global Studies
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STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Exchange and markets (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.3 Explain and evaluate how economic policies impact individuals, businesses, government structures, and international organizations.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		National economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.4 Assess the economies of various nations based on trade, resources, labor, monetary system, and other factors.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		World Geography & Global Studies
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Global economy (E)

GRADE LEVEL EXPECTATION SS.6-8.WGGS.3.5 Investigate the impact of global trade policies on nations and their citizens.

[Virtual Field Trips](#)

[Exploring Cuba](#)

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		People and ideas (H)

GRADE LEVEL EXPECTATION SS.6-8.EUSH.1.7 Analyze the influence of political, social, cultural, economic, religious, geographic, intellectual, and artistic changes throughout the course of U.S. history.

[Virtual Field Trips](#)

[Washington, DC - Grades 6 - 8](#)

CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes

INDICATOR / GRADE LEVEL EXPECTATION		Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact (MC)
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.2 8.	Discuss the contributions of racially and ethnically diverse leaders to the advancement of our community and nation. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic and political institutions (C)
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 1.	Describe the different political, civil, religious, and economic organizations throughout U.S. history. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Civic dispositions and democratic principles (C)
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 3.	Compare a current national issue to a historical event from early U.S. history in order to propose a solution based upon past outcomes. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
CONTENT STANDARD		Early U.S. History & Civic Ideals
STRAND / INDICATOR		Content Themes
INDICATOR / GRADE LEVEL EXPECTATION		Processes, rules, and laws (C)
GRADE LEVEL EXPECTATION	SS.6- 8.EUSH.3 4.	Evaluate the social, political, and economic changes that have impacted the evolution of laws throughout U.S. history. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8