

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 3 - Adopted: 2013

DOMAIN	NGSS.3-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	3-LS1.	From Molecules to Organisms: Structures and Processes
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

DOMAIN	NGSS.3-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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?

DOMAIN	NGSS.3-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	3-LS4.	Biological Evolution: Unity and Diversity
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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?
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SPECIFIC INDICATOR	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?
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SPECIFIC INDICATOR	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?
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DOMAIN	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	3-ESS2.	Earth's Systems
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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
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SPECIFIC INDICATOR	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
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DOMAIN	NGSS.3-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	3-ESS3.	Earth and Human Activity
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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
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Rhode Island World-Class Standards
Social Studies
Grade: 3 - Adopted: 2012

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (3-4)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR	C&G 1 (3-4)-1.b.	Comparing similarities between a rule and a law. Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work
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DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 1.	People create and change structures of power, authority, and governance in order to accomplish common goals.
GSE STEM	C&G 1 (3-4)-2.	Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...

SPECIFIC INDICATOR	C&G 1 (3-4)-2.a.	Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and explaining how there are limits to their power (e.g., What are police not allowed to do?). Virtual Field Trips Grade 2 - Living Together Grade 2 - Our Government At Work Grade 2 - Work and Money
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DOMAIN	RI.C&G.	Civics & Government
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STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (3-4)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR C&G 2 (3-4)-1.a. Identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each (e.g., checks and balances).

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

SPECIFIC INDICATOR C&G 2 (3-4)-1.b. Describing the U.S. Constitution and Bill of Rights and explaining why they are important.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 2.	The Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
GSE STEM	C&G 2 (3-4)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

SPECIFIC INDICATOR C&G 2 (3-4)-2.a. Identifying and explaining the meaning of symbols and national holidays used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle, Presidents' Day, Independence Day).

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

SPECIFIC INDICATOR C&G 2 (3-4)-2.b. Using a variety of sources (e.g., Bill of Rights, Declaration of Independence, trade books, picture books, songs, artwork) to illustrate the basic values and principles of democracy (e.g., Statue of Liberty represents freedom, Independent Man on State House represents individual rights, E Pluribus Unum represents national unity, This Land is Your Land represents respect for diversity).

Virtual Field Trips

Grade 2 - Early Americans

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

Grade 4 - Northeast

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 3.	In a democratic society all people have certain rights and responsibilities.
GSE STEM	C&G 3 (3-4)-1.	Students demonstrate an understanding of citizens' rights and responsibilities by...

SPECIFIC INDICATOR	C&G 3 (3-4)-1.a.	Exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, and demonstrating an understanding of others' points of view. Virtual Field Trips Grade 3 - A Country of Cultures
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SPECIFIC INDICATOR	C&G 3 (3-4)-1.b.	Using a variety of sources (e.g., primary sources, secondary sources, literature, videos) to provide examples of individuals' and groups' rights and responsibilities (e.g., justice, equality, and diversity). Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
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DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR	C&G 4 (3-4)-1.a.	Identifying forms and levels (e.g., voting vs. running for office, organizing a meeting vs. attending a meeting) of civic participation and how it affects the common good (local, state, national, world). Virtual Field Trips Grade 2 - Our Government At Work
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DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-2.	Students demonstrate their participation in political processes by...

SPECIFIC INDICATOR	C&G 4 (3-4)-2.a.	Engaging in a variety of forms of participation (e.g., voting, petition, survey) and explaining the purpose of each form. Virtual Field Trips Grade 2 - Our Government At Work
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DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 4.	People engage in political processes in a variety of ways.
GSE STEM	C&G 4 (3-4)-3.	Students participate in a civil society by...

SPECIFIC INDICATOR	C&G 4 (3-4)-3.b.	Explaining how individuals can take responsibility for their actions and how their actions impact the community. Virtual Field Trips Grade 2 - Our Government At Work Grade 2 - Work and Money Grade 3 - How Government Helps Our Communities
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DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.

GSE STEM	C&G 5 (3-4)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...
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SPECIFIC INDICATOR	C&G 5 (3-4)-1.a.	Explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, global warming).
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Virtual Field Trips

Exploring Cuba

Grade 2 - Work and Money

Grade 3 - Businesses At Work

DOMAIN	RI.C&G.	Civics & Government
STATEMENT OF ENDURING KNOWLEDGE	C&G 5.	As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.
GSE STEM	C&G 5 (3-4)-3.	Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...

SPECIFIC INDICATOR	C&G 5 (3-4)-3.a.	Listing and explaining the pros and cons of personal and organizational (e.g., businesses, governments, other groups) decisions (e.g., donations to global charities).
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Virtual Field Trips

Grade 2 - Work and Money

DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 1.	History is an account of human activities that is interpretive in nature.
GSE STEM	HP 1 (3-4)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

SPECIFIC INDICATOR	HP 1 (3-4)-1.b.	Classifying objects, artifacts, and symbols from long ago and today and describing how they add to our understanding of the past.
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Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

Washington, DC - Grades K - 5

SPECIFIC INDICATOR	HP 1 (3-4)-1.c.	Organizing information obtained to answer historical questions.
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Virtual Field Trips

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

Rome - The Eternal City

DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (3-4)-1.	Students connect the past with the present by...

SPECIFIC INDICATOR	HP 2 (3-4)-1.a.	Investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Northeast
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (3-4)-3.	Students show understanding of change over time by...

SPECIFIC INDICATOR	HP 2 (3-4)-3.a.	Interpreting and explaining similarities and differences in objects, artifacts, technologies, ideas, or beliefs (e.g., religious, economic, education, self-government) from the past and present (e.g., transportation or communication in the community, RI, U.S.). Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 3.	The study of history helps us understand the present and shape the future.
GSE STEM	HP 3 (3-4)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR	HP 3 (3-4)-1.a.	Recognizing and interpreting how events, people, problems, and ideas shape life in the community and in Rhode Island. Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 4.	Historical events and human/natural phenomena impact and are influenced by ideas and beliefs.
GSE STEM	HP 4 (3-4)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

SPECIFIC INDICATOR	HP 4 (3-4)-1.a.	Identifying how geographic factors impact interactions (e.g., distance between settlements; rivers can be barriers to movement or facilitate transportation). Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
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SPECIFIC INDICATOR	HP 4 (3-4)-1.b.	Identifying how events impact interactions (e.g., arrival of the Mayflower initiated interactions between British colonists and Wampanoag tribe). Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (3-4)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (3-4)-1.a.	Comparing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths). Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (3-4)-2.	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...

SPECIFIC INDICATOR	HP 5 (3-4)-2.a.	Comparing how members within cultures interact with each other and their environment. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Living Together Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings
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SPECIFIC INDICATOR	HP 5 (3-4)-2.b.	Identifying how a culture has changed over time. Virtual Field Trips Grade 2 - Early Americans Grade 3 - The First Americans Grade 4 - Northeast
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DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (3-4)-3.	Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

SPECIFIC INDICATOR	HP 5 (3-4)-3.a.	Comparing how people with different perspectives view events in different ways. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
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DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (3-4)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (3-4)-1.a.	Accurately using maps to identify locations. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
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DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 1.	The World in Spatial Terms: Understanding and interpreting the organization of people, places, and environments on Earth's surface provides an understanding of the world in spatial terms.
GSE STEM	G 1 (3-4)-2.	Students identify the characteristics and features of maps by...

SPECIFIC INDICATOR	G 1 (3-4)-2.a.	Applying map skills to represent a location (e.g., design a map). Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert
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SPECIFIC INDICATOR	G 1 (3-4)-2.b.	Identifying and describing locations. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 4 - Northeast The Sahara Desert
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DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (3-4)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR	G 2 (3-4)-1.a.	Explaining ways in which geographical features determine how people live and work (e.g., living near the ocean gives opportunity to be fishermen or marine biologist). Virtual Field Trips Grade 4 - Northeast
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SPECIFIC INDICATOR	G 2 (3-4)-1.b.	Explaining how natural/physical features and human-made features makes a place unique. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Exploring Cuba Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Landforms Grade 4 - West Region Today Paris - City of Light - Grades K - 5 The Sahara Desert
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DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (3-4)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR	G 2 (3-4)-2.a.	Defining a region and its associated places (e.g., the region of New England includes the city of Providence; a city can have several neighborhoods). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today Washington, DC - Grades K - 5
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SPECIFIC INDICATOR	G 2 (3-4)-2.b.	Explaining the difference between regions and places (e.g., a desert region is dry, rainforest regions are wet; Providence is densely populated, Exeter is sparsely populated).
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Paris - City of Light - Grades K - 5 The Sahara Desert		

DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (3-4)-3.	Students understand different perspectives that individuals/ groups have by...

SPECIFIC INDICATOR	G 2 (3-4)-3.a.	Contrasting how people in different places describe their physical environments (e.g., people who live in a desert will give very high value to water; people who live next to a lake may take water for granted).
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Virtual Field Trips
Grade 4 - Northeast

DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 2.	Places and Regions: Physical and human characteristics (e.g., culture, experiences, etc.) influence places and regions.
GSE STEM	G 2 (3-4)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR	G 2 (3-4)-4.a.	Describing how physical geography defines boundaries of regions.
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Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - West Region Geography
Grade 4 - West Region Landforms

DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (3-4)-1.	Students understand why people do/do not migrate by...

SPECIFIC INDICATOR	G 3 (3-4)-1.a.	Comparing reasons why people have moved. Virtual Field Trips Grade 4 - Northeast
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 3.	Human Systems: (Movement) Human systems and human movement affect and are affected by distribution of populations and resources, relationships (cooperation and conflict), and culture.
GSE STEM	G 3 (3-4)-3.	Students understand how geography influences human settlement, cooperation or conflict by...
SPECIFIC INDICATOR	G 3 (3-4)-3.a.	Describing how features of a place influence human decision making (e.g., activities, settlement, employment). Virtual Field Trips Grade 4 - Northeast
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (3-4)-1.	Students explain how humans depend on their environment by...
SPECIFIC INDICATOR	G 4 (3-4)-1.a.	Identifying how needs can be met by the environment (e.g., we grow food to eat). Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us 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
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (3-4)-2.	Students explain how humans react or adapt to an ever-changing physical environment by...
SPECIFIC INDICATOR	G 4 (3-4)-2.a.	Identifying ways in which the physical environment is stressed by human activity using examples from the local community (e.g., pollution in the Narragansett Bay means people cannot fish for food). Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us
DOMAIN	RI.G.	Geography
STATEMENT OF ENDURING KNOWLEDGE	G 4.	Environment and Society: Patterns emerge as humans settle, modify, and interact on Earth's surface to limit or promote human activities.
GSE STEM	G 4 (3-4)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR	G 4 (3-4)-3.a.	Using maps and graphs to illustrate changes in the physical environment of the local community or region. Virtual Field Trips Grade 3 - Geography of Our Communities
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (3-4)-1.a.	Differentiating between human, natural, and capital resources. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Businesses At Work 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
SPECIFIC INDICATOR	E 1 (3-4)-1.b.	Identifying the types of resources available and the corresponding goods and services produced in real-world and historical context (e.g., Rhode Island today or in different historical periods: RI colony boatbuilding and agricultural production were primary, late 1800's industrial products were primary). Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...
SPECIFIC INDICATOR	E 1 (3-4)-2.a.	Explaining how scarcity requires people to make choices due to their unlimited needs and wants with limited resources. Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 1.	Individuals and societies make choices to address the challenges and opportunities of scarcity and abundance.
GSE STEM	E 1 (3-4)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...

SPECIFIC INDICATOR	E 1 (3-4)-3.a.	Comparing the advantages and disadvantages of allocating various goods and services (e.g., sharing class toys, student time on playground equipment during recess, etc.). Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 2.	Producers and consumers locally, nationally, and internationally engage in the exchange of goods and services.
GSE STEM	E 2 (3-4)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

SPECIFIC INDICATOR	E 2 (3-4)-1.a.	Explaining the interdependence of buyers and sellers within various markets (e.g., barter, money, commodity money). Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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SPECIFIC INDICATOR	E 2 (3-4)-1.b.	Identifying factors that affect price (e.g., scarcity/abundance, incentives, competition). Virtual Field Trips Grade 3 - Businesses At Work
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SPECIFIC INDICATOR	E 2 (3-4)-1.c.	Explaining how market forces determine the amount of income for most people (e.g., people with rare skills can charge more). Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
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DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (3-4)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...

SPECIFIC INDICATOR	E 3 (3-4)-1.a.	Comparing how individuals, institutions, and governments interact within an economy (e.g. entrepreneurs start new businesses; individuals save money in banks, government redistributes money through taxing and spending). Virtual Field Trips Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
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SPECIFIC INDICATOR	E 3 (3-4)-1.b.	Describing how money makes it easier to trade, borrow, or save, and compare the value of goods and services. Virtual Field Trips Grade 2 - Work and Money
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DOMAIN	RI.E.	Economics
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STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (3-4)-2.	Students demonstrate an understanding of the role of government in a global economy by...

SPECIFIC INDICATOR

E 3 (3-4)-2.a.

Identifying how government redistributes tax income for public benefit through taxes (e.g., paying for work force training through schools).

Virtual Field Trips

Grade 2 - Work and Money