

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

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

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

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

Rhode Island World-Class Standards
Social Studies
 Grade: K - Adopted: 2012

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 (K-2)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR C&G 2 (K-2)-1.a. Identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).
Virtual Field Trips
 Grade 1 - Let's Learn About the Government

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 (K-2)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

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

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

SPECIFIC INDICATOR C&G 2 (K-2)-2.b. Using a variety of sources (e.g., 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, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

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 (K-2)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR C&G 4 (K-2)-1.a. Identifying forms of civic participation (e.g., voting, conducting a survey).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

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 (K-2)-2.	Students demonstrate their participation in political processes by...

SPECIFIC INDICATOR C&G 4 (K-2)-2.a. Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

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 (K-2)-3.	Students participate in a civil society by...

SPECIFIC INDICATOR	C&G 4 (K-2)-3.a.	Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions -each picks up one piece of trash, recycle, plan a clean-up day, etc.). Virtual Field Trips Grade 1 - All About Work
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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 (K-2)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

SPECIFIC INDICATOR	C&G 5 (K-2)-2.a.	Using a variety of print and non-print sources to explore other people and places. Virtual Field Trips Grade 1 - Families and Neighbors
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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 (K-2)-1.	Students connect the past with the present by...

SPECIFIC INDICATOR	HP 2 (K-2)-1.a.	Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us
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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 (K-2)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR	HP 2 (K-2)-2.a.	Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events). Virtual Field Trips Grade 1 - The Earth Around Us
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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 (K-2)-3.	Students show understanding of change over time by...

SPECIFIC INDICATOR	HP 2 (K-2)-3.a.	Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life).
Virtual Field Trips Grade 1 - The Earth Around Us		

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 (K-2)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR	HP 3 (K-2)-1.a.	Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?).
Virtual Field Trips Grade 1 - Families and Neighbors		

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 (K-2)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (K-2)-1.a.	Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).
Virtual Field Trips Grade 1 - Families and Neighbors Jerusalem - Then and Now (Younger Grades)		

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 (K-2)-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 (K-2)-2.b.	Identifying different cultures present in the local community.
Virtual Field Trips Grade 1 - The Earth Around Us		

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 (K-2)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (K-2)-1.c.	Organizing information about people places and environments in a spatial context (e.g., the school is next to a store; a student's house is across the street from the park).
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Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

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 (K-2)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR	G 2 (K-2)-1.a.	Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).
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Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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 (K-2)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR	G 2 (K-2)-2.a.	Identifying natural/physical features of different places and regions.
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Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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 (K-2)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR	G 2 (K-2)-4.b.	Identifying natural physical boundaries of places (e.g., rivers, mountains).
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Virtual Field Trips

Grade 1 - The Earth Around Us

Paris - City of Light - Grades K - 5

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 (K-2)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR	G 3 (K-2)-2.a.	Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains). Virtual Field Trips Grade 1 - The Earth Around Us
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 (K-2)-3.	Students understand how geography influences human settlement, cooperation or conflict by...
SPECIFIC INDICATOR	G 3 (K-2)-3.b.	Describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth 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 (K-2)-1.	Students explain how humans depend on their environment by...
SPECIFIC INDICATOR	G 4 (K-2)-1.a.	Identifying basic environmental resources needed in daily life (e.g., water, air, food). Virtual Field Trips Grade 1 - The Earth Around Us
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 (K-2)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (K-2)-1.a.	Identifying human, natural, and capital resources. Virtual Field Trips Grade 1 - The Earth Around Us
SPECIFIC INDICATOR	E 1 (K-2)-1.c.	Identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want. Virtual Field Trips Grade 1 - All About 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 (K-2)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...

SPECIFIC INDICATOR	E 1 (K-2)-2.a.	Recognizing and discussing the differences between basic wants and needs. Virtual Field Trips Grade 1 - All About Work
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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 (K-2)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

SPECIFIC INDICATOR	E 2 (K-2)-1.a.	Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money). Virtual Field Trips Grade 1 - All About Work
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SPECIFIC INDICATOR	E 2 (K-2)-1.c.	Describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries. Virtual Field Trips Grade 1 - All About Work
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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 (K-2)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...

SPECIFIC INDICATOR	E 3 (K-2)-1.b.	Recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending). Virtual Field Trips Grade 1 - All About Work
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Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subject:
 Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 1 - Adopted: 2013

DOMAIN	NGSS.1-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	1-LS1.	From Molecules to Organisms: Structures and Processes
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

DOMAIN	NGSS.1-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	1-ESS1.	Earth's Place in the Universe
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

Rhode Island World-Class Standards
Social Studies
 Grade: 1 - 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 (K-2)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR C&G 1 (K-2)-1.c. Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community.

Virtual Field Trips
 Grade 2 - Work and Money

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 (K-2)-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 (K-2)-2.a.	Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good. <u>Virtual Field Trips</u> Grade 2 - Living Together Grade 2 - Work and Money
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 (K-2)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR	C&G 2 (K-2)-1.a.	Identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government
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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 (K-2)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

SPECIFIC INDICATOR	C&G 2 (K-2)-2.a.	Identifying symbols and national holidays used to depict Americans' shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance, Presidents' Day, Independence Day). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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SPECIFIC INDICATOR	C&G 2 (K-2)-2.b.	Using a variety of sources (e.g., 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, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government 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 (K-2)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR	C&G 4 (K-2)-1.a.	Identifying forms of civic participation (e.g., voting, conducting a survey). <u>Virtual Field Trips</u> Grade 1 - Let's Learn About the Government 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 (K-2)-2.	Students demonstrate their participation in political processes by...

SPECIFIC INDICATOR C&G 4 (K-2)-2.a. Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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 (K-2)-3.	Students participate in a civil society by...

SPECIFIC INDICATOR C&G 4 (K-2)-3.a. Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions -each picks up one piece of trash, recycle, plan a clean-up day, etc.).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

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 (K-2)-1.	Students demonstrate an understanding of the many ways earth's people are interconnected by...

SPECIFIC INDICATOR C&G 5 (K-2)-1.a. Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news).

Virtual Field Trips

Grade 2 - Work and Money

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 (K-2)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

SPECIFIC INDICATOR C&G 5 (K-2)-2.a. Using a variety of print and non-print sources to explore other people and places.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

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

SPECIFIC INDICATOR HP 2 (K-2)-1.a. Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments).

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

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 (K-2)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR HP 2 (K-2)-2.a. Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events).

Virtual Field Trips
Grade 1 - The Earth Around Us

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 (K-2)-3.	Students show understanding of change over time by...

SPECIFIC INDICATOR HP 2 (K-2)-3.a. Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life).

Virtual Field Trips
Grade 1 - The Earth Around Us

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 (K-2)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR HP 3 (K-2)-1.a. Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?).

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

DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
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STATEMENT OF ENDURING KNOWLEDGE	HP 5.	Human societies and cultures develop and change in response to human needs and wants.
GSE STEM	HP 5 (K-2)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR HP 5 (K-2)-1.a. Recognizing cultural differences and similarities between individuals, groups, or communities (e.g., customs, beliefs, language, religious faiths).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 2 - Living Together

Jerusalem - Then and Now (Younger Grades)

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 (K-2)-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 (K-2)-2.b. Identifying different cultures present in the local community.

Virtual Field Trips

Grade 1 - The Earth Around Us

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 (K-2)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR G 1 (K-2)-1.a. Identifying the purpose of a variety of maps.

Virtual Field Trips

Grade 2 - Land and Water Around Us

SPECIFIC INDICATOR G 1 (K-2)-1.c. Organizing information about people places and environments in a spatial context (e.g., the school is next to a store; a student's house is across the street from the park).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

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 (K-2)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR	G 2 (K-2)-1.a.	Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate). Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Paris - City of Light - Grades K - 5
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 (K-2)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR G 2 (K-2)-2.a. Identifying natural/physical features of different places and regions.

Virtual Field Trips
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Paris - City of Light - Grades K - 5

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 (K-2)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR G 2 (K-2)-4.b. Identifying natural physical boundaries of places (e.g., rivers, mountains).

Virtual Field Trips
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Paris - City of Light - Grades K - 5

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 (K-2)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR G 3 (K-2)-2.a. Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains).

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

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 (K-2)-3.	Students understand how geography influences human settlement, cooperation or conflict by...

SPECIFIC INDICATOR	G 3 (K-2)-3.b.	Describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together
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 (K-2)-1.	Students explain how humans depend on their environment by...
SPECIFIC INDICATOR	G 4 (K-2)-1.a.	Identifying basic environmental resources needed in daily life (e.g., water, air, food). Virtual Field Trips Grade 1 - The Earth Around Us 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 (K-2)-3.	Students explain how human actions modify the physical environment by...
SPECIFIC INDICATOR	G 4 (K-2)-3.a.	Identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden). Virtual Field Trips Grade 2 - Land and Water Around Us
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 (K-2)-1.	Students demonstrate an understanding of basic economic concepts by...
SPECIFIC INDICATOR	E 1 (K-2)-1.a.	Identifying human, natural, and capital resources. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
SPECIFIC INDICATOR	E 1 (K-2)-1.b.	Explaining how the availability of resources affects production of goods and offering of services and their consumption. Virtual Field Trips Grade 2 - Work and Money

SPECIFIC INDICATOR	E 1 (K-2)-1.c.	Identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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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 (K-2)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...

SPECIFIC INDICATOR	E 1 (K-2)-2.a.	Recognizing and discussing the differences between basic wants and needs. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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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 (K-2)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...

SPECIFIC INDICATOR	E 1 (K-2)-3.a.	Identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.). <u>Virtual Field Trips</u> Grade 2 - Living Together
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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 (K-2)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

SPECIFIC INDICATOR	E 2 (K-2)-1.a.	Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money). <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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SPECIFIC INDICATOR	E 2 (K-2)-1.c.	Describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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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 (K-2)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...
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SPECIFIC INDICATOR	E 3 (K-2)-1.b.	Recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).
		<u>Virtual Field Trips</u>
		Grade 1 - All About Work
		Grade 2 - Work and Money

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 2 - Adopted: 2013

DOMAIN	NGSS.2-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

DOMAIN	NGSS.2-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	2-LS4.	Biological Evolution: Unity and Diversity
GSE STEM		Students who demonstrate understanding can:

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

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 2-5
 Grade 3 - Geography of Our Communities
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

DOMAIN	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	2-ESS1.	Earth's Place in the Universe
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

DOMAIN	NGSS.2-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	2-ESS2.	Earth's Systems

GSE STEM		Students who demonstrate understanding can:
SPECIFIC INDICATOR	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
SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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

Rhode Island World-Class Standards

Social Studies

Grade: 2 - 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 (K-2)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR C&G 1 (K-2)-1.c. Exploring examples of services (e.g., post office, police, fire, garbage collection) provided in their own community.

Virtual Field Trips
Grade 2 - Work and Money

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 (K-2)-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 (K-2)-2.a. Identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good.

Virtual Field Trips
Grade 2 - Living Together
Grade 2 - Work and Money

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 (K-2)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR C&G 2 (K-2)-1.a. Identifying elected leadership titles/basic role at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 3 - How Government Helps Our Communities

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 (K-2)-2.	Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...

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

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

SPECIFIC INDICATOR C&G 2 (K-2)-2.b. Using a variety of sources (e.g., 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, Grand Old Flag represents national unity, This Land is Your Land represents respect for diversity).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

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 (K-2)-2.	Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...

SPECIFIC INDICATOR C&G 3 (K-2)-2.a. Demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

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 (K-2)-1.	Students demonstrate an understanding of political systems and political processes by...
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SPECIFIC INDICATOR C&G 4 (K-2)-1.a. Identifying forms of civic participation (e.g., voting, conducting a survey).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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 (K-2)-2.	Students demonstrate their participation in political processes by...

SPECIFIC INDICATOR C&G 4 (K-2)-2.a. Experiencing a variety of forms of participation (e.g., voting, conducting a survey, writing a class letter about an issue of concern).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

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 (K-2)-3.	Students participate in a civil society by...

SPECIFIC INDICATOR C&G 4 (K-2)-3.a. Identifying problems, planning and implementing solutions in the classroom, school, and community (e.g., problem of litter/solutions -each picks up one piece of trash, recycle, plan a clean-up day, etc.).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

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 (K-2)-1.	Students demonstrate an understanding of the many ways earth's people are interconnected by...

SPECIFIC INDICATOR C&G 5 (K-2)-1.a. Exploring and discussing ways we interact with others around the world (e.g., food, clothing, transportation, tourism, news).

Virtual Field Trips

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 (K-2)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

SPECIFIC INDICATOR	C&G 5 (K-2)-2.a.	Using a variety of print and non-print sources to explore other people and places. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures
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 (K-2)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
SPECIFIC INDICATOR	HP 1 (K-2)-1.a.	Identifying and categorizing the kinds of information obtained from a variety of artifacts and documents (e.g., What would this artifact tell us about how people lived?). Virtual Field Trips Grade 3 - The First Americans
SPECIFIC INDICATOR	HP 1 (K-2)-1.b.	Distinguishing objects, artifacts, and symbols from long ago and today (e.g., passage of time documented through family photos, evolution of household appliances). Virtual Field Trips Grade 3 - The First Americans
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 (K-2)-1.	Students connect the past with the present by...
SPECIFIC INDICATOR	HP 2 (K-2)-1.a.	Recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, park, city, river, monuments). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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 (K-2)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR	HP 2 (K-2)-2.a.	Describing, defining, and illustrating a sequence of events from personal, classroom, school, or community life (e.g., timeline or self-made informational text showing key events).
Virtual Field Trips Grade 1 - The Earth Around Us		

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 (K-2)-3.	Students show understanding of change over time by...

SPECIFIC INDICATOR	HP 2 (K-2)-3.a.	Exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life).
Virtual Field Trips Grade 1 - The Earth Around Us		

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 (K-2)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR	HP 3 (K-2)-1.a.	Identifying how events and people shape family and school life (e.g., How would your life change if you moved to another place? What would happen if your school closed? What would happen if there were no school buses?).
Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together		

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 (K-2)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

SPECIFIC INDICATOR	HP 4 (K-2)-1.a.	Identifying geographic factors that can affect how people interact (e.g., students in the same desk cluster are more likely to interact).
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 (K-2)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (K-2)-1.a.	Recognizing 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 Grade 1 - Families and Neighbors Grade 2 - Living Together Grade 3 - A Country of Cultures Jerusalem - Then and Now (Younger Grades)
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 (K-2)-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 (K-2)-2.a.	Describing daily life for individuals in a cultural community. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
SPECIFIC INDICATOR	HP 5 (K-2)-2.b.	Identifying different cultures present in the local community. Virtual Field Trips Grade 1 - The Earth Around Us
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 (K-2)-1.	Students understand maps, globes, and other geographic tools and technologies by...
SPECIFIC INDICATOR	G 1 (K-2)-1.a.	Identifying the purpose of a variety of maps. Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
SPECIFIC INDICATOR	G 1 (K-2)-1.c.	Organizing information about people places and environments in a spatial context (e.g., the school is next to a store; a student's house is across the street from the park). Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans
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 (K-2)-1.	Students understand the physical and human characteristics of places by...
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SPECIFIC INDICATOR G 2 (K-2)-1.a. Identifying and describing natural/physical features (e.g., river, mountains, oceans, weather, climate).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Paris - City of Light - Grades K - 5

The Sahara Desert

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 (K-2)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR G 2 (K-2)-2.a. Identifying natural/physical features of different places and regions.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Paris - City of Light - Grades K - 5

The Sahara Desert

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 (K-2)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR G 2 (K-2)-4.b. Identifying natural physical boundaries of places (e.g., rivers, mountains).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Paris - City of Light - Grades K - 5

The Sahara Desert

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 (K-2)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR	G 3 (K-2)-2.a.	Identifying geographic origins of specific resources (e.g., fish from sea, wheat from plains). Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans
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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 (K-2)-3.	Students understand how geography influences human settlement, cooperation or conflict by...

SPECIFIC INDICATOR	G 3 (K-2)-3.b.	Describing how people who live near each other sometimes help each other (e.g., sharing set of markers among a desk cluster).
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Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together
Grade 3 - Geography of Our Communities
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

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 (K-2)-1.	Students explain how humans depend on their environment by...

SPECIFIC INDICATOR	G 4 (K-2)-1.a.	Identifying basic environmental resources needed in daily life (e.g., water, air, food).
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - The First Americans

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 (K-2)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR	G 4 (K-2)-3.a.	Identifying examples of how people can change the space around them (e.g., a field can be made into a playground, a tree can become a place for a tree house, an empty lot can be changed into a garden).
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

SPECIFIC INDICATOR	G 4 (K-2)-3.b.	Describing why people change the space around them. Virtual Field Trips Amazon Rainforest - Grades 2-5
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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 (K-2)-1.	Students demonstrate an understanding of basic economic concepts by...

SPECIFIC INDICATOR	E 1 (K-2)-1.a.	Identifying human, natural, and capital resources.
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Grade 1 - The Earth Around Us
Grade 2 - Land and Water Around Us
Grade 3 - A Country of Cultures
Grade 3 - Businesses At Work
Grade 3 - Geography of Our Communities
Grade 3 - The First Americans

SPECIFIC INDICATOR	E 1 (K-2)-1.b.	Explaining how the availability of resources affects production of goods and offering of services and their consumption.
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Virtual Field Trips
Grade 2 - Work and Money
Grade 3 - Businesses At Work

SPECIFIC INDICATOR	E 1 (K-2)-1.c.	Identifying positive and negative economic incentives that affect behavior and choice that best satisfies an economic want.
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Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money
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 (K-2)-2.	Students demonstrate an understanding that scarcity and abundance causes individuals to make economic choices by...

SPECIFIC INDICATOR	E 1 (K-2)-2.a.	Recognizing and discussing the differences between basic wants and needs.
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Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money
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 (K-2)-3.	Students demonstrate an understanding that societies develop different ways to deal with scarcity and abundance by...
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SPECIFIC INDICATOR E 1 (K-2)-3.a. Identifying how goods and services are shared as a family (e.g., taking turns washing dishes, setting the table, sharing clothes, etc.).

Virtual Field Trips

Grade 2 - Living Together

DOMAIN	R.I.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 (K-2)-1.	Students demonstrate an understanding of the variety of ways producers and consumers exchange goods and services by...

SPECIFIC INDICATOR E 2 (K-2)-1.a. Identifying the ways in which people exchange goods and services (e.g., barter, money, commodity money).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

SPECIFIC INDICATOR E 2 (K-2)-1.b. Explaining how prices affect the choices people make about buying or selling goods or services.

Virtual Field Trips

Grade 3 - Businesses At Work

SPECIFIC INDICATOR E 2 (K-2)-1.c. Describing how people can earn income by exchanging the use of their labor (physical or mental work) for wages or salaries.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

DOMAIN	R.I.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (K-2)-1.	Students demonstrate an understanding of the interdependence created by economic decisions by...

SPECIFIC INDICATOR E 3 (K-2)-1.b. Recognizing the purposes of money and how it can be used (e.g., personal savings, personal spending).

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

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?

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?

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?

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

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)

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

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

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
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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
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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
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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
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
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
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
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
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)-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

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 4 - Adopted: 2013

DOMAIN	NGSS.4-PS.	PHYSICAL SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	4-PS4.	Waves and their Applications in Technologies for Information Transfer
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 4-PS4-3. Generate and compare multiple solutions that use patterns to transfer information.

Virtual Field Trips
 Grade 3 - Geography of Our Communities

DOMAIN	NGSS.4-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	4-LS1.	From Molecules to Organisms: Structures and Processes
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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?

SPECIFIC INDICATOR 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?

DOMAIN	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	4-ESS2.	Earth's Systems
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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
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DOMAIN	NGSS.4-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	4-ESS3.	Earth and Human Activity
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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Rhode Island World-Class Standards
Social Studies
Grade: 4 - 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.c.	Citing examples of services that local and state governments provide for the common good. Virtual Field Trips Barcelona
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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)-1.	Students demonstrate an understanding of United States government (local, state, national) by...
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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 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 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 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 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

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 3 - How Government Helps Our Communities

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 3 - How Government Helps Our Communities](#)

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...

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).

Virtual Field Trips
[Exploring Cuba](#)
[Grade 3 - Businesses At Work](#)

SPECIFIC INDICATOR C&G 5 (3-4)-1.b. Locating where different nations are in the world in relation to the United States (e.g., related to current events, literature, trade books).

Virtual Field Trips
[Canada: Coast to Coast](#)
[Canada: Our Northern Neighbor](#)

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.

Virtual Field Trips
[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. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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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
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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 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
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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 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

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

Ancient China - Qin & Han Dynasties

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

Ancient China - Qin & Han Dynasties

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)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

SPECIFIC INDICATOR HP 4 (3-4)-2.b. Identifying how expansion has influenced interactions between people.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

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 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings Jerusalem - Then and Now (Younger Grades)
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 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Exploring Cuba Grade 3 - A Country of Cultures Grade 4 - West Region Early Beginnings
SPECIFIC INDICATOR	HP 5 (3-4)-2.b.	Identifying how a culture has changed over time. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast
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 Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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...
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SPECIFIC INDICATOR G 1 (3-4)-1.a. Accurately using maps to identify locations.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

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

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

The Sahara Desert

SPECIFIC INDICATOR G 1 (3-4)-2.b. Identifying and describing locations.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

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)-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

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - 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 London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
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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 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor 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 National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah 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 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor 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 London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts		

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).
Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor 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.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms		

DOMAIN	RI.G.	Geography
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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

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 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

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
Canada: Our Northern Neighbor
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 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 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 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

Barcelona

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

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

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 3 - I Am a Consumer

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 3 - Businesses At Work

Grade 3 - I Am a Consumer

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.
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Virtual Field Trips

Barcelona

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Rhode Island World-Class Standards

Science

Grade: 5 - Adopted: 2013

DOMAIN	NGSS.5-PS.	PHYSICAL SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	5-PS3.	Energy
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR

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?

DOMAIN	NGSS.5-LS.	LIFE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR

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?

DOMAIN	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	5-ESS2.	Earth's Systems
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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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SPECIFIC INDICATOR	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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DOMAIN	NGSS.5-ESS.	EARTH AND SPACE SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	5-ESS3.	Earth and Human Activity
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR	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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Rhode Island World-Class Standards

Social Studies

Grade: 5 - 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 (5-6)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR	C&G 1 (5-6)-1.a.	Identifying the basic functions of government. Virtual Field Trips Barcelona
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SPECIFIC INDICATOR	C&G 1 (5-6)-1.b.	Listing and defining various forms of government (e.g., dictatorship, democracy, parliamentary, monarchy). Virtual Field Trips Ancient China - Shang & Zhou Dynasties Canada: Our Northern Neighbor
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SPECIFIC INDICATOR	C&G 1 (5-6)-1.c.	Citing examples of when major changes in governments have occurred (e.g., American Revolution, Hammurabi's Code, Rhode Island Royal Charter/ RI Constitution). Virtual Field Trips Grade 4 - Northeast
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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 (5-6)-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 (5-6)-2.b.	Identifying and describing the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings
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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 (5-6)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR	C&G 2 (5-6)-1.a.	Identifying and describing the function of the three branches (i.e., checks and balances, separation of powers). Virtual Field Trips Washington, DC - Grades K - 5
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SPECIFIC INDICATOR	C&G 2 (5-6)-1.b.	Identifying how power is divided and shared among the levels of the United States government. Virtual Field Trips Washington, DC - Grades K - 5
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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 (5-6)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR	C&G 4 (5-6)-1.c.	Identifying, comparing, and contrasting different "political systems" (e.g., monarchy, democracy, feudal). Virtual Field Trips Canada: Our Northern Neighbor
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DOMAIN	RI.C&G.	Civics & Government
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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 (5-6)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...

SPECIFIC INDICATOR C&G 5 (5-6)-1.a. Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

Exploring Cuba

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

SPECIFIC INDICATOR C&G 5 (5-6)-1.b. Locating where different nations are in the world in relation to the U.S.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (5-6)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

SPECIFIC INDICATOR C&G 5 (5-6)-2.a. Identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources).

Virtual Field Trips

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

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 (5-6)-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 (5-6)-3.b. Explaining how actions taken or not taken impact societies (e.g., natural disasters, incidences of social injustice or genocide).

Virtual Field Trips

Exploring Cuba

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

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 (5-6)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...
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SPECIFIC INDICATOR	HP 1 (5-6)-1.c.	Asking and answering historical questions, organizing information, and evaluating information in terms of relevance.
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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
 Canada: Coast to Coast
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

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 (5-6)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...

SPECIFIC INDICATOR	HP 1 (5-6)-2.a.	Investigating and summarizing historical data in order to draw connections between two events and to answer related historical questions.
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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
 Canada: Coast to Coast
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

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 (5-6)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR	HP 2 (5-6)-2.b.	Summarizing key events and explaining the historical contexts of those events. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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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 (5-6)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR	HP 3 (5-6)-1.a.	Identifying historical conditions and events that relate to contemporary issues (e.g., separation of church state, treatment of Native Americans, immigration, gender issues). Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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SPECIFIC INDICATOR	HP 3 (5-6)-1.b.	Answering "what if" questions and using evidence to explain how history might have been different (e.g., How might history be different if Anne Hutchinson hadn't dissented?). Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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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 (5-6)-2.	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

SPECIFIC INDICATOR	HP 3 (5-6)-2.c.	Identifying the cultural influences that shape individuals and historical events. 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 Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Northeast Grade 4 - West Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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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 (5-6)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

SPECIFIC INDICATOR	HP 4 (5-6)-1.b.	Identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change.
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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
Grade 4 - Northeast

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 (5-6)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

SPECIFIC INDICATOR	HP 4 (5-6)-2.a.	Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Greece
Ancient Mayan Civilization

SPECIFIC INDICATOR	HP 4 (5-6)-2.b.	Providing historical examples of factors, causes, and reasons that lead to interactions (e.g., exploration of worlds). Virtual Field Trips Ancient China - Qin & Han Dynasties
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SPECIFIC INDICATOR	HP 4 (5-6)-2.c.	Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
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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 (5-6)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (5-6)-1.a.	Comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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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 (5-6)-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 (5-6)-2.c.	Describing challenges or obstacles a civilization/ country/ nation faced as it grew over time. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Our Northern Neighbor 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 (5-6)-3.	Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

SPECIFIC INDICATOR	HP 5 (5-6)-3.a.	Identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic). Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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 (5-6)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (5-6)-1.a.	Identifying physical features of maps and globes. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
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SPECIFIC INDICATOR	G 1 (5-6)-1.b.	Utilizing geographic tools like latitude and longitude to identify absolute location. Virtual Field Trips Grade 4 - West Region Geography
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SPECIFIC INDICATOR	G 1 (5-6)-1.c.	Differentiating between local, regional, and global scales (e.g., location of continents and oceans). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms 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 (5-6)-2.	Students interpret the characteristics and features of maps by...

SPECIFIC INDICATOR	G 1 (5-6)-2.a.	Recognizing spatial information provided by different types of maps (e.g., physical, political, map projections). <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert
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SPECIFIC INDICATOR	G 1 (5-6)-2.b.	Interpreting the spatial information from maps to explain the importance of the data. <u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor 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 (5-6)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR	G 2 (5-6)-1.a.	Explaining and/or connecting how the geographical features influenced population settlement. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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SPECIFIC INDICATOR	G 2 (5-6)-1.b.	Comparing and contrasting patterns of population settlement based on climate and physical features. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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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 (5-6)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR	G 2 (5-6)-2.a.	Comparing and contrasting the characteristics of different types of regions and places. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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SPECIFIC INDICATOR	G 2 (5-6)-2.b.	Explaining the difference between regions and places. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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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 (5-6)-3.	Students understand different perspectives that individuals/ groups have by...

SPECIFIC INDICATOR	G 2 (5-6)-3.a.	Identifying and describing the physical and cultural characteristics that shape different places and regions. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Barcelona Canada: Coast to Coast Canada: Our Northern Neighbor Exploring Cuba Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Landforms Grade 4 - West Region Today London - City of Pomp & Majesty National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Paris - City of Light - Grades K - 5 The Sahara Desert Tokyo - City of Contrasts
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SPECIFIC INDICATOR	G 2 (5-6)-3.b.	Researching a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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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 (5-6)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR	G 2 (5-6)-4.a.	Identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography Grade 4 - West Region Landforms
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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 (5-6)-1.	Students understand why people do/do not migrate by...

SPECIFIC INDICATOR	G 3 (5-6)-1.a.	Identifying and explaining the push and pull factors that lead to a decision to migrate. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast
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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 (5-6)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR	G 3 (5-6)-2.a.	Use evidence to correlate how geography meets or does not meet the needs of the people. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Today
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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 (5-6)-3.	Students understand how geography influences human settlement, cooperation or conflict by...

SPECIFIC INDICATOR	G 3 (5-6)-3.a.	Recognizing and justifying how geography influences human settlement, cooperation and conflict. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast
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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 (5-6)-1.	Students explain how humans depend on their environment by...

SPECIFIC INDICATOR	G 4 (5-6)-1.a.	Researching and reporting how humans depend on the environment. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
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SPECIFIC INDICATOR	G 4 (5-6)-1.b.	Explaining how human dependence on environment influenced development of civilizations. Virtual Field Trips Grade 4 - Northeast Grade 4 - West Region Geography
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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 (5-6)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR	G 4 (5-6)-3.a.	Identifying how human actions have changed the physical environment and describe its effects. 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
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 (5-6)-1.	Students demonstrate an understanding of basic economic concepts by...

SPECIFIC INDICATOR E 1 (5-6)-1.a. Differentiating between human, natural, capital, man-made, and renewable vs. finite resources.

Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Geography
Grade 4 - West Region Today

DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (5-6)-2.	Students demonstrate an understanding of the role of government in a global economy by...

SPECIFIC INDICATOR E 3 (5-6)-2.a. Identifying how governments provide goods and services in a market economy by taxing and borrowing.

Virtual Field Trips
Barcelona

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Rhode Island World-Class Standards

Science

Grade: 6 - Adopted: 2013

DOMAIN	NGSS.MS-PS.	PHYSICAL SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	MS-PS1.	Matter and Its Interactions
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 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?

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

SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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?

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

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

SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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?
SPECIFIC INDICATOR	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?

Rhode Island World-Class Standards
Social Studies
Grade: 6 - 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 (5-6)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR	C&G 1 (5-6)-1.a.	Identifying the basic functions of government. Virtual Field Trips Barcelona
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SPECIFIC INDICATOR	C&G 1 (5-6)-1.b.	Listing and defining various forms of government (e.g., dictatorship, democracy, parliamentary, monarchy). Virtual Field Trips Ancient China - Shang & Zhou Dynasties Canada: Our Northern Neighbor
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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 (5-6)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR	C&G 2 (5-6)-1.a.	Identifying and describing the function of the three branches (i.e., checks and balances, separation of powers). Virtual Field Trips Washington, DC - Grades 6 - 8
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SPECIFIC INDICATOR	C&G 2 (5-6)-1.b.	Identifying how power is divided and shared among the levels of the United States government. Virtual Field Trips Washington, DC - Grades 6 - 8
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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 (5-6)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR	C&G 4 (5-6)-1.c.	Identifying, comparing, and contrasting different "political systems" (e.g., monarchy, democracy, feudal). Virtual Field Trips Canada: Our Northern Neighbor
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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 (5-6)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...

SPECIFIC INDICATOR	C&G 5 (5-6)-1.a.	Identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor Exploring Cuba
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SPECIFIC INDICATOR	C&G 5 (5-6)-1.b.	Locating where different nations are in the world in relation to the U.S. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor
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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 (5-6)-2.	Students demonstrate an understanding of the benefits and challenges of an interconnected world by...

SPECIFIC INDICATOR	C&G 5 (5-6)-2.a.	Identifying and discussing factors that lead to the breakdown of order among societies (e.g., natural disasters, wars, plagues, population shifts, natural resources). Virtual Field Trips Exploring Cuba
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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 (5-6)-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 (5-6)-3.b. Explaining how actions taken or not taken impact societies (e.g., natural disasters, incidences of social injustice or genocide).

Virtual Field Trips

Exploring Cuba

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 (5-6)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

SPECIFIC INDICATOR HP 1 (5-6)-1.c. Asking and answering historical questions, organizing information, and evaluating information in terms of relevance.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

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 (5-6)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...

SPECIFIC INDICATOR HP 1 (5-6)-2.a. Investigating and summarizing historical data in order to draw connections between two events and to answer related historical questions.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
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STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (5-6)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR HP 2 (5-6)-2.b. Summarizing key events and explaining the historical contexts of those events.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

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 (5-6)-1.	Students demonstrate an understanding of how the past frames the present by...

SPECIFIC INDICATOR HP 3 (5-6)-1.a. Identifying historical conditions and events that relate to contemporary issues (e.g., separation of church state, treatment of Native Americans, immigration, gender issues).

Virtual Field Trips
 National Parks - Alaska & Hawaii
 National Parks - Nevada, California
 National Parks - Washington, Oregon, Idaho, Montana, Colorado
 National Parks - Wyoming, Utah

SPECIFIC INDICATOR HP 3 (5-6)-1.b. Answering "what if" questions and using evidence to explain how history might have been different (e.g., How might history be different if Anne Hutchinson hadn't dissented?).

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Rome - The Eternal City

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 (5-6)-2.	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

SPECIFIC INDICATOR	HP 3 (5-6)-2.c.	Identifying the cultural influences that shape individuals and historical events. 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 Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Our Northern Neighbor Exploring Cuba National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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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 (5-6)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

SPECIFIC INDICATOR	HP 4 (5-6)-1.b.	Identifying and explaining using specific examples, how shared events affect how individuals and societies adapt and change.
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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

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 (5-6)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

SPECIFIC INDICATOR	HP 4 (5-6)-2.a.	Citing examples of how science and technology have had positive or negative impacts upon individuals, societies and the environment in the past and present.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Greece
Ancient Mayan Civilization

SPECIFIC INDICATOR	HP 4 (5-6)-2.b.	Providing historical examples of factors, causes, and reasons that lead to interactions (e.g., exploration of worlds).
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Virtual Field Trips
Ancient China - Qin & Han Dynasties

SPECIFIC INDICATOR	HP 4 (5-6)-2.c.	Describing important technologies and advancements, including writing systems, developed by a particular civilization/ country/ nation. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Greece Ancient Mayan Civilization
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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 (5-6)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (5-6)-1.a.	Comparing and contrasting the diversity of different groups, places, and time periods or within the same group over time. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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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 (5-6)-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 (5-6)-2.c.	Describing challenges or obstacles a civilization/ country/ nation faced as it grew over time. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Our Northern Neighbor
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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 (5-6)-3.	Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

SPECIFIC INDICATOR	HP 5 (5-6)-3.a.	Identifying various factors that impact individual and or group's perspective of events (e.g., social, intellectual, political, economic). Virtual Field Trips Canada: Our Northern Neighbor
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DOMAIN	RI.G.	Geography
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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 (5-6)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (5-6)-1.a.	Identifying physical features of maps and globes. 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
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SPECIFIC INDICATOR	G 1 (5-6)-1.c.	Differentiating between local, regional, and global scales (e.g., location of continents and oceans). 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 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 (5-6)-2.	Students interpret the characteristics and features of maps by...

SPECIFIC INDICATOR	G 1 (5-6)-2.a.	Recognizing spatial information provided by different types of maps (e.g., physical, political, map projections). Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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SPECIFIC INDICATOR	G 1 (5-6)-2.b.	Interpreting the spatial information from maps to explain the importance of the data. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
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DOMAIN	RI.G.	Geography
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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 (5-6)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR G 2 (5-6)-1.a. Explaining and/or connecting how the geographical features influenced population settlement.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Canada: Our Northern Neighbor

SPECIFIC INDICATOR G 2 (5-6)-1.b. Comparing and contrasting patterns of population settlement based on climate and physical features.

Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Canada: Coast to Coast
 Canada: Our Northern Neighbor

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 (5-6)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR G 2 (5-6)-2.a. Comparing and contrasting the characteristics of different types of regions and places.

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

SPECIFIC INDICATOR G 2 (5-6)-2.b. Explaining the difference between regions and places.

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

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 (5-6)-3.	Students understand different perspectives that individuals/ groups have by...

SPECIFIC INDICATOR	G 2 (5-6)-3.a.	Identifying and describing the physical and cultural characteristics that shape different places and regions. 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
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SPECIFIC INDICATOR	G 2 (5-6)-3.b.	Researching a region to analyze how geography shapes that culture's perspective (e.g., demographics, climate, natural and man-made resources). 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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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 (5-6)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR	G 2 (5-6)-4.a.	Identifying formal (e.g., United States of America), vernacular (e.g., the Middle East, South County), and functional regions (e.g., cell phone service area). 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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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 (5-6)-1.	Students understand why people do/do not migrate by...

SPECIFIC INDICATOR	G 3 (5-6)-1.a.	Identifying and explaining the push and pull factors that lead to a decision to migrate. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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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 (5-6)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR G 3 (5-6)-2.a. Use evidence to correlate how geography meets or does not meet the needs of the people.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

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 (5-6)-3.	Students understand how geography influences human settlement, cooperation or conflict by...

SPECIFIC INDICATOR G 3 (5-6)-3.a. Recognizing and justifying how geography influences human settlement, cooperation and conflict.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (5-6)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR G 4 (5-6)-3.a. Identifying how human actions have changed the physical environment and describe its effects.

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

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 (5-6)-1.	Students demonstrate an understanding of basic economic concepts by...

SPECIFIC INDICATOR E 1 (5-6)-1.a. Differentiating between human, natural, capital, man-made, and renewable vs. finite resources.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (5-6)-2.	Students demonstrate an understanding of the role of government in a global economy by...

SPECIFIC INDICATOR

E 3 (5-6)-2.a. Identifying how governments provide goods and services in a market economy by taxing and borrowing.

Virtual Field Trips

Barcelona

Grade: 6 - Adopted: 2010

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM

RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

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](#)[Ancient China - Shang & Zhou Dynasties](#)[Ancient Egypt - Land of the Pharaohs](#)[Ancient Egypt - Land of the Pyramids](#)[Ancient Greece](#)[Ancient Mayan Civilization](#)[Ancient Rome](#)[Barcelona](#)[Canada: Coast to Coast](#)[Canada: Our Northern Neighbor](#)[Exploring Cuba](#)[Galapagos Islands](#)[How Coral Reefs Are Formed](#)[Jerusalem - Then and Now \(Older Grades\)](#)[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](#)[Rome - The Eternal City](#)[The Sahara Desert](#)[Tokyo - City of Contrasts](#)[Washington, DC - Grades 6 - 8](#)[Who Lives On a Coral Reef?](#)

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 7 - Adopted: 2013

DOMAIN	NGSS.MS-PS.	PHYSICAL SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	MS-PS1.	Matter and Its Interactions
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 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

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

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

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 (7-8)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR C&G 1 (7-8)-1.a. Identifying and explaining the origins and basic functions of government.

Virtual Field Trips
Canada: Our Northern Neighbor

SPECIFIC INDICATOR C&G 1 (7-8)-1.b. Comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy).

Virtual Field Trips
Ancient China - Shang & Zhou Dynasties
Canada: Our Northern Neighbor

SPECIFIC INDICATOR C&G 1 (7-8)-1.d. Explaining how geography and economics influence the structure of government.

Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Greece
Ancient Mayan Civilization
Canada: Our Northern Neighbor

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 (7-8)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR C&G 2 (7-8)-1.a. Identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers).

Virtual Field Trips
Washington, DC - Grades 6 - 8

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 (7-8)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR C&G 4 (7-8)-1.c. Evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy).

Virtual Field Trips
Ancient China - Shang & Zhou Dynasties
Canada: Our Northern Neighbor

DOMAIN	RI.C&G.	Civics & Government
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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 (7-8)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...

SPECIFIC INDICATOR C&G 5 (7-8)-1.a. Tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (e.g., trade, transportation, communication).

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient Greece

Canada: Our Northern Neighbor

Rome - The Eternal City

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 (7-8)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

SPECIFIC INDICATOR HP 1 (7-8)-1.c. Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

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 (7-8)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...

SPECIFIC INDICATOR HP 1 (7-8)-2.a. Investigating and analyzing historical and visual data in order to draw connections between a series of events.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Rome - The Eternal City

DOMAIN	RI.HP.	Historical Perspectives/Rhode Island History
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STATEMENT OF ENDURING KNOWLEDGE	HP 2.	History is a chronicle of human activities, diverse people, and the societies they form.
GSE STEM	HP 2 (7-8)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR HP 2 (7-8)-2.a. Identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”).

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City
Washington, DC - Grades 6 - 8

SPECIFIC INDICATOR HP 2 (7-8)-2.b. Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr's Rebellion, water power and steam power, WWII and women at work).

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City

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 (7-8)-2.	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

SPECIFIC INDICATOR HP 3 (7-8)-2.c. Comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial).

Virtual Field Trips

Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Rome - The Eternal City

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 (7-8)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...
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SPECIFIC INDICATOR	HP 4 (7-8)-1.a.	Citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion).
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Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

SPECIFIC INDICATOR	HP 4 (7-8)-1.b.	Citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs).
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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

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 (7-8)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

SPECIFIC INDICATOR	HP 4 (7-8)-2.a.	Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion.
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Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

Ancient Mayan Civilization

SPECIFIC INDICATOR	HP 4 (7-8)-2.b.	Explaining the impact of interactions.
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Virtual Field Trips

Ancient China - Qin & Han Dynasties

SPECIFIC INDICATOR	HP 4 (7-8)-2.c.	Describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation.
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Virtual Field Trips

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Ancient Greece

Ancient Mayan Civilization

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 (7-8)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...
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SPECIFIC INDICATOR	HP 5 (7-8)-1.a.	Identifying how movement (e.g., ideas, people, technology) impacts cultural diversity. Virtual Field Trips Ancient China - Qin & Han Dynasties
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SPECIFIC INDICATOR	HP 5 (7-8)-1.b.	Applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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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 (7-8)-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 (7-8)-2.c.	Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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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 (7-8)-3.	Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

SPECIFIC INDICATOR	HP 5 (7-8)-3.a.	Describing how and why various factors impact an individual or a group's perspective of events. Virtual Field Trips Canada: Our Northern Neighbor
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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 (7-8)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR	G 1 (7-8)-1.a.	Identifying and utilizing a variety of maps for different purposes. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor
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DOMAIN	RI.G.	Geography
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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 (7-8)-2.	Students interpret the characteristics and features of maps by...

SPECIFIC INDICATOR G 1 (7-8)-2.a. Analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (7-8)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR G 2 (7-8)-1.a. Explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (7-8)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR G 2 (7-8)-2.a. Analyzing and explaining the geographical influences that shape regions and places.

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

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 (7-8)-3.	Students understand different perspectives that individuals/ groups have by...

SPECIFIC INDICATOR	G 2 (7-8)-3.a.	Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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 (7-8)-4.	Students understand how geography contributes to how regions are defined / identified by...
SPECIFIC INDICATOR	G 2 (7-8)-4.a.	Understanding the difference between formal, vernacular, and functional regions. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
SPECIFIC INDICATOR	G 2 (7-8)-4.b.	Categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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 (7-8)-1.	Students understand why people do/do not migrate by...
SPECIFIC INDICATOR	G 3 (7-8)-1.a.	Analyzing how migration affects a population. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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 (7-8)-2.	Students understand the interrelationships of geography with resources by...
SPECIFIC INDICATOR	G 3 (7-8)-2.a.	Analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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 (7-8)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR G 4 (7-8)-3.a. Making predictions and drawing conclusions about the impact that human actions have on the physical environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	RI.E.	Economics
STATEMENT OF ENDURING KNOWLEDGE	E 3.	Individuals, institutions and governments have roles in economic systems.
GSE STEM	E 3 (7-8)-2.	Students demonstrate an understanding of the role of government in a global economy by...

SPECIFIC INDICATOR E 3 (7-8)-2.b. Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.

Virtual Field Trips

Barcelona

Grade: 7 - Adopted: 2010

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

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

Barcelona

Canada: Coast to Coast

Canada: Our Northern Neighbor

Exploring Cuba

Galapagos Islands

Jerusalem - Then and Now (Older Grades)

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

Rome - The Eternal City

Tokyo - City of Contrasts

Washington, DC - Grades 6 - 8

Main Criteria: Rhode Island World-Class Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Rhode Island World-Class Standards
Science
 Grade: 8 - Adopted: 2013

DOMAIN	NGSS.MS-PS.	PHYSICAL SCIENCE
STATEMENT OF ENDURING KNOWLEDGE	MS-PS1.	Matter and Its Interactions
GSE STEM		Students who demonstrate understanding can:

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

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

SPECIFIC INDICATOR 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

SPECIFIC INDICATOR 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

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

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

Rhode Island World-Class Standards

Social Studies

Grade: 8 - 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 (7-8)-1.	Students demonstrate an understanding of origins, forms, and purposes of government by...

SPECIFIC INDICATOR	C&G 1 (7-8)-1.a.	Identifying and explaining the origins and basic functions of government. Virtual Field Trips Canada: Our Northern Neighbor
SPECIFIC INDICATOR	C&G 1 (7-8)-1.b.	Comparing and contrasting different forms of government (e.g., dictatorship, democracy, theocracy, republic, monarchy). Virtual Field Trips Canada: Our Northern Neighbor
SPECIFIC INDICATOR	C&G 1 (7-8)-1.d.	Explaining how geography and economics influence the structure of government. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Greece Ancient Mayan Civilization Canada: Our Northern Neighbor

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 (7-8)-1.	Students demonstrate an understanding of United States government (local, state, national) by...

SPECIFIC INDICATOR	C&G 2 (7-8)-1.a.	Identifying the functions of the three branches of government; and analyzing and describing the interrelationship among the branches (i.e., checks and balances/ cause and effect, separation of powers). Virtual Field Trips Washington, DC - Grades 6 - 8
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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 (7-8)-1.	Students demonstrate an understanding of political systems and political processes by...

SPECIFIC INDICATOR	C&G 4 (7-8)-1.c.	Evaluating the strengths and weaknesses of various political systems (e.g., dictatorship, oligarchy, monarchy, democracy, theocracy). Virtual Field Trips Canada: Our Northern Neighbor
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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 (7-8)-1.	Students demonstrate an understanding of the many ways Earth's people are interconnected by...

SPECIFIC INDICATOR	C&G 5 (7-8)-1.a.	Tracing and explaining social, technological, geographical, economical, and cultural connections for a given society of people (e.g., trade, transportation, communication). Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient Greece Canada: Our Northern Neighbor Rome - The Eternal City
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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 (7-8)-1.	Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...

SPECIFIC INDICATOR	HP 1 (7-8)-1.c.	Asking and answering historical questions, evaluating sources of information, organizing the information, and evaluating information in terms of relevance and comprehensiveness. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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 (7-8)-2.	Students interpret history as a series of connected events with multiple cause-effect relationships, by...

SPECIFIC INDICATOR	HP 1 (7-8)-2.a.	Investigating and analyzing historical and visual data in order to draw connections between a series of events. Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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 (7-8)-2.	Students chronicle events and conditions by...

SPECIFIC INDICATOR	HP 2 (7-8)-2.a.	Identifying key events and people of a particular historical era or time period (e.g., centuries, BCE, “The Sixties”). Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City Washington, DC - Grades 6 - 8
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SPECIFIC INDICATOR	HP 2 (7-8)-2.b.	Correlating key events to develop an understanding of the historical perspective of the time period in which they occurred (e.g., Jacksonian Democracy and Dorr’s Rebellion, water power and steam power, WWII and women at work). Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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 (7-8)-2.	Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...

SPECIFIC INDICATOR	HP 3 (7-8)-2.c.	Comparing and contrasting the cultural influences that shape individuals and historical events (e.g., Conversion of Quakers from slave holders to abolitionists, emergence of mill villages, Gordon Trial). Virtual Field Trips Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Rome - The Eternal City
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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 (7-8)-1.	Students demonstrate an understanding that geographic factors and shared past events affect human interactions and changes in civilizations by...

SPECIFIC INDICATOR	HP 4 (7-8)-1.a.	Citing specific evidence to explain how geographic factors impacted a civilization's adaptation, development or decline (e.g., Fertile Crescent, China, Westward Expansion). Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome
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SPECIFIC INDICATOR	HP 4 (7-8)-1.b.	Citing specific evidence from a society/civilization to explain how shared events affect how individuals and societies adapt and change (e.g., language, religion, or customs). Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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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 (7-8)-2.	Students demonstrate an understanding that innovations, inventions, change, and expansion cause increased interaction among people (e.g., cooperation or conflict) by...

SPECIFIC INDICATOR	HP 4 (7-8)-2.a.	Identifying and describing how traits of civilization develop in response to innovations, inventions, change and territorial expansion. Virtual Field Trips Ancient Greece Ancient Mayan Civilization
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SPECIFIC INDICATOR	HP 4 (7-8)-2.c.	Describing how inventions and technological improvements (e.g., irrigation systems, road construction, science) relate to settlement, population growth, and success of a civilization/ country/ nation. Virtual Field Trips Ancient Greece Ancient Mayan Civilization
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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 (7-8)-1.	Students demonstrate an understanding that a variety of factors affect cultural diversity within a society by...

SPECIFIC INDICATOR	HP 5 (7-8)-1.b.	Applying demographic factors (e.g., urban/rural, religion, socioeconomics, race, ethnicity) to understand changes in cultural diversity in an historical and contemporary context. Virtual Field Trips Canada: Our Northern Neighbor
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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 (7-8)-2.	Students demonstrate an understanding that culture has affected how people in a society behave in relation to groups and their environment by...
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SPECIFIC INDICATOR HP 5 (7-8)-2.c. Describing how environment (e.g., physical, cultural, etc.) or changes in that environment affects a civilization/country/nation (e.g., settlement, conflicts, transportation, climate change, commerce).

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (7-8)-3.	Various perspectives have led individuals and/or groups to interpret events or phenomena differently and with historical consequences by...

SPECIFIC INDICATOR HP 5 (7-8)-3.a. Describing how and why various factors impact an individual or a group's perspective of events.

Virtual Field Trips

Canada: Our Northern Neighbor

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 (7-8)-1.	Students understand maps, globes, and other geographic tools and technologies by...

SPECIFIC INDICATOR G 1 (7-8)-1.a. Identifying and utilizing a variety of maps for different purposes.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (7-8)-2.	Students interpret the characteristics and features of maps by...

SPECIFIC INDICATOR G 1 (7-8)-2.a. Analyzing multiple maps (e.g., physical, political, historical) to draw inferences about the development of societies.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

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 (7-8)-1.	Students understand the physical and human characteristics of places by...

SPECIFIC INDICATOR	G 2 (7-8)-1.a.	Explaining and/or connecting how and why the geographical features influenced population settlement and development of cultures (e.g., customs, language, religion, and organization).
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor

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 (7-8)-2.	Students distinguish between regions and places by...

SPECIFIC INDICATOR	G 2 (7-8)-2.a.	Analyzing and explaining the geographical influences that shape regions and places.
		<u>Virtual Field Trips</u> 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

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 (7-8)-3.	Students understand different perspectives that individuals/ groups have by...

SPECIFIC INDICATOR	G 2 (7-8)-3.a.	Analyzing and explaining how geography influences cultural perspectives and experiences and shapes how people view and respond to problems differently (e.g., urban vs. rural).
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor

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 (7-8)-4.	Students understand how geography contributes to how regions are defined / identified by...

SPECIFIC INDICATOR	G 2 (7-8)-4.a.	Understanding the difference between formal, vernacular, and functional regions.
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor

SPECIFIC INDICATOR	G 2 (7-8)-4.b.	Categorizing and evaluating a variety of factors (e.g., culture, immigration) of a defined region. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor
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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 (7-8)-1.	Students understand why people do/do not migrate by...

SPECIFIC INDICATOR	G 3 (7-8)-1.a.	Analyzing how migration affects a population. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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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 (7-8)-2.	Students understand the interrelationships of geography with resources by...

SPECIFIC INDICATOR	G 3 (7-8)-2.a.	Analyzing how the abundance, depletion, use, and distribution of geographical resources impact the expansion and demise of societies/ civilizations. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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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 (7-8)-3.	Students explain how human actions modify the physical environment by...

SPECIFIC INDICATOR	G 4 (7-8)-3.a.	Making predictions and drawing conclusions about the impact that human actions have on the physical environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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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 (7-8)-2.	Students demonstrate an understanding of the role of government in a global economy by...

SPECIFIC INDICATOR	E 3 (7-8)-2.b.	Identifying and evaluating the benefits and cost of alternative public policies and assess who enjoys the benefits and bears the cost.
		<u>Virtual Field Trips</u> Barcelona

Grade: 8 - Adopted: 2010

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Craft and Structure

GSE STEM RH.6-8.4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

Virtual Field Trips
Canada: Coast to Coast
Canada: Our Northern Neighbor

DOMAIN	RI.RH.6-8.	Reading Standards for Literacy in History/Social Studies
STATEMENT OF ENDURING KNOWLEDGE		Integration of Knowledge and Ideas

GSE STEM RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

Virtual Field Trips
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 6-8
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Barcelona
Canada: Coast to Coast
Canada: Our Northern Neighbor
Exploring Cuba
Galapagos Islands
Jerusalem - Then and Now (Older Grades)
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
Rome - The Eternal City
Tokyo - City of Contrasts
Washington, DC - Grades 6 - 8