

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: K
Correlation Options: Show Correlated

Washington DC Academic Standards

Science

Grade: K - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.K-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	K-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

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

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

CONTENT STANDARD / STRAND / DISCIPLINE	DC.K-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	K-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips

Grade 1 - The Earth Around Us

Washington DC Academic Standards

Social Studies

Grade: K - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Kindergarten: Myself and My Community
STANDARD / ESSENTIAL SKILL	1	Working Together

STUDENT EXPECTATION / ESSENTIAL SKILL	K.1.	Describe the roles and responsibilities of being a part of a family, classroom and local community. Virtual Field Trips Grade 1 - All About Work
STUDENT EXPECTATION / ESSENTIAL SKILL	K.2.	Identify different kinds of families and caregivers within a community (e.g., single-parent, blended, grandparent-headed, conditionally separated, foster, LGBTQ+, multiracial), and explain the importance of demonstrating respect for all people. Virtual Field Trips Grade 1 - Families and Neighbors
STUDENT EXPECTATION / ESSENTIAL SKILL	K.4.	Identify individuals (historical or present-day) whose actions made the local or global community more just or fair and explain how their actions helped their community. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Kindergarten: Myself and My Community
STANDARD / ESSENTIAL SKILL	3	Who are We?
STUDENT EXPECTATION / ESSENTIAL SKILL	K.14.	Identify and describe the historic achievements and contributions of individuals with different abilities. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	K.15.	Explain important contributions individuals with different gender, racial, religious and ethnic identities and ability statuses have made to the community. Virtual Field Trips Grade 1 - The Earth Around Us
STUDENT EXPECTATION / ESSENTIAL SKILL	K.17.	Compare how historical people in our families and communities and from different countries lived, learned, worked and relaxed. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
CONTENT STANDARD / STRAND / DISCIPLINE		Kindergarten: Myself and My Community
STANDARD / ESSENTIAL SKILL	4	Where I Live
STUDENT EXPECTATION / ESSENTIAL SKILL	K.21.	Identify geographic characteristics of the local community (e.g., climate, population, landforms, vegetation, culture, industry), and explain how these characteristics shape our interactions with our environment and communities. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us

STUDENT EXPECTATION / ESSENTIAL SKILL	K.22.	Explain some reasons why people live where they do, including why people live in different parts of Washington, DC, and identify the benefits and challenges of living in different places. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Kindergarten: Myself and My Community
STANDARD / ESSENTIAL SKILL	5	Meeting Community Needs
STUDENT EXPECTATION / ESSENTIAL SKILL	K.23.	Compare the different jobs individuals around the world perform and the ways in which specific goods and services are produced, both inside and outside of the home. Virtual Field Trips Grade 1 - All About Work
STUDENT EXPECTATION / ESSENTIAL SKILL	K.24.	Identify and explain the difference between what we want versus what we need to survive on a daily basis. Virtual Field Trips Grade 1 - All About Work
STUDENT EXPECTATION / ESSENTIAL SKILL	K.25.	Explain why people try to save money and resources. Virtual Field Trips Grade 1 - All About Work

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 1
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 1 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.1-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	1-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 Grade 2 - Land and Water Around Us

CONTENT STANDARD / STRAND / DISCIPLINE	DC.1-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	1-ESS1.	Earth's Place in the Universe
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

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

Washington DC Academic Standards
Social Studies
 Grade: 1 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 1: Working and Building Together
STANDARD / ESSENTIAL SKILL	1	Building a Community

STUDENT EXPECTATION / ESSENTIAL SKILL 1.1. Explain what constitutes a community and describe characteristics of different local and global communities.

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

STUDENT EXPECTATION / ESSENTIAL SKILL	1.3.	Explain the ways in which different populations including but not limited to Latinx, Black, Asian, white, immigrant, religious, LGBTQ+ and Indigenous communities, have shaped and defined the community of Washington, DC. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.6.	Analyze the characteristics of just and effective rules and laws, and evaluate the rules and processes of the classroom. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Living Together Grade 2 - Our Government At Work
STUDENT EXPECTATION / ESSENTIAL SKILL	1.7.	Describe how different individuals and groups in a local or global community provide services, uphold rights, and work to promote the common good for all members. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
STUDENT EXPECTATION / ESSENTIAL SKILL	1.9.	Identify and describe the roles and responsibilities of current leaders, including the president of the United States and the mayor of Washington, DC. Virtual Field Trips Grade 1 - Let's Learn About the Government
STUDENT EXPECTATION / ESSENTIAL SKILL	1.10.	Identify symbols, songs phrases and national holidays that unify the people of the United States and different communities within the United States. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - Let's Learn About the Government
STUDENT EXPECTATION / ESSENTIAL SKILL	1.11.	Identify community leaders from the past (e.g., George Washington, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Dolores Huerta, Dr. Martin Luther King, Jr., Harvey Milk, Wilma Pearl Mankiller, Lee Yick and Lili'uokalani), and compare how each person created change. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work
STUDENT EXPECTATION / ESSENTIAL SKILL	1.13.	Describe how voting and elections can exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules, and accepting the results of an election. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 2 - Our Government At Work
STUDENT EXPECTATION / ESSENTIAL SKILL	1.15.	Identify issues or needs in the school, local or global community that students care about, and generate possible actions to create positive change. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 1: Working and Building Together
STANDARD / ESSENTIAL SKILL	2	In This Space

STUDENT EXPECTATION / ESSENTIAL SKILL	1.16.	Analyze different representations of Washington, DC to make a claim about different places in the District. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.17.	Identify key political features of each region on a map, to include, local neighborhoods, wards, Washington, DC, the United States and North America. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.18.	Compare the features of a city, county, state, country and continent. <u>Virtual Field Trips</u> Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 2 - Living Together Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.20.	Describe the absolute and relative locations of Washington, DC area institutions, businesses or landmarks, and describe the physical characteristics of those places. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.22.	Describe how and why people have changed the physical landscape of the local community and/or the greater Washington, DC area over time. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 1: Working and Building Together
STANDARD / ESSENTIAL SKILL	3	My Community Then and Now

STUDENT EXPECTATION / ESSENTIAL SKILL	1.26.	Analyze maps and images of the Chesapeake region and Washington, DC from different historical periods to describe the ways the community has changed over time. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	1.28.	Analyze texts, family or community stories, and/or historical photographs to compare family, school and/or community life in the past and the present. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

STUDENT EXPECTATION / ESSENTIAL SKILL	1.29.	Describe why some groups of people were treated unjustly in the past, and identify actions individuals took to promote greater equality and fairness in society. Virtual Field Trips Grade 1 - Life Long Ago Grade 2 - Early Americans Grade 2 - Our Government At Work
STUDENT EXPECTATION / ESSENTIAL SKILL	1.30.	Compare different accounts of the same historical event in Washington, DC, and propose possible reasons for the differences. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 1: Working and Building Together
STANDARD / ESSENTIAL SKILL	4	Meeting a Community's Needs
STUDENT EXPECTATION / ESSENTIAL SKILL	1.32.	Explain the varied ways that people labor, define the term income, and describe the kinds of work that people do inside and outside of the home. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
STUDENT EXPECTATION / ESSENTIAL SKILL	1.33.	Describe the goods and services that communities need (e.g., grocery stores, transportation, public safety), and identify how they are provided by local government and private businesses. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
STUDENT EXPECTATION / ESSENTIAL SKILL	1.34.	Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
STUDENT EXPECTATION / ESSENTIAL SKILL	1.35.	Analyze the reasons for and consequences of choices individuals make when purchasing goods and services. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 2
Correlation Options: Show Correlated

Washington DC Academic Standards
 Science
 Grade: 2 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.2-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	2-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 Grade 2 - Land and Water Around Us

CONTENT STANDARD / STRAND / DISCIPLINE	DC.2-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	2-LS4.	Biological Evolution: Unity and Diversity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

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

CONTENT STANDARD / STRAND / DISCIPLINE	DC.2-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	2-ESS1.	Earth's Place in the Universe
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	2-ESS1-1.	Make observations from media to construct an evidence-based account that Earth events can occur quickly or slowly. <u>Virtual Field Trips</u> Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
CONTENT STANDARD / STRAND / DISCIPLINE	DC.2-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	2-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	2-ESS2-1.	Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
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EXPECTATION	2-ESS2-2.	Develop a model to represent the shapes and kinds of land and bodies of water in an area. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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EXPECTATION	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
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Washington DC Academic Standards
Social Studies
Grade: 2 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 2: This Wide World
STANDARD / ESSENTIAL SKILL	1	Understanding Ourselves in the Larger World

STUDENT EXPECTATION / ESSENTIAL SKILL	2.1.	Compare different representations of the Washington, DC and Chesapeake region, including maps representing the political geography of Indigenous Nations, to develop claims about the changes to the region over time. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	2.2.	Compare different kinds of maps, with a focus on physical and political maps, and identify key parts of a map (e.g., title, legend or key, scale, compass or cardinal directions). Virtual Field Trips Grade 2 - Land and Water Around Us The Sahara Desert
STUDENT EXPECTATION / ESSENTIAL SKILL	2.4.	Identify and locate the seven continents and five oceans using maps, and describe major geographic features around the world. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	2.5.	Identify and explain the different climate patterns in different global regions. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us The Sahara Desert
STUDENT EXPECTATION / ESSENTIAL SKILL	2.6.	Analyze data, images, maps and texts to compare how different people around the world live today and have lived in the past. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - Life Long Ago
STUDENT EXPECTATION / ESSENTIAL SKILL	2.7.	Compare different ways people get food and water today locally, nationally and globally. Virtual Field Trips Grade 2 - Work and Money Grade 3 - I Am a Consumer
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 2: This Wide World
STANDARD / ESSENTIAL SKILL	2	First Ancient Civilizations
STUDENT EXPECTATION / ESSENTIAL SKILL	2.8.	Analyze artifacts – such as photographs, renderings, petroglyphs, cave dwellings, etc. – and text-based sources to explain how historians learn about the past. Virtual Field Trips Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 2: This Wide World
STANDARD / ESSENTIAL SKILL	5	Our World Today

STUDENT EXPECTATION / ESSENTIAL SKILL	2.29.	Explain how people use water and land today to produce or grow food locally and nationally. Virtual Field Trips Grade 1 - The Earth Around Us
STUDENT EXPECTATION / ESSENTIAL SKILL	2.31.	Evaluate local and global methods of human-environment interactions (e.g., farming, fishing, mining, irrigation) to identify practices that may be considered sustainable. 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
STUDENT EXPECTATION / ESSENTIAL SKILL	2.32.	Identify a current sustainability challenge, and develop an action plan for increasing sustainability in the community or globally. Virtual Field Trips Grade 2 - Land and Water Around Us

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 3
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 3 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 Galapagos Islands
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	3-LS4.	Biological Evolution: Unity and Diversity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	3-LS4-2.	Use evidence to construct an explanation for how the variations in characteristics among individuals of the same species may provide advantages in surviving, finding mates, and reproducing. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION	3-LS4-3.	Construct an argument with evidence that in a particular habitat some organisms can survive well, some survive less well, and some cannot survive at all. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
EXPECTATION	3-LS4-4.	Make a claim about the merit of a solution to a problem caused when the environment changes and the types of plants and animals that live there may change. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - West Region Today Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	3-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	3-ESS2-1.	Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Virtual Field Trips African Safari Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Geography
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EXPECTATION	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.3-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	3-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	3-ESS3-1.	Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard. Virtual Field Trips Grade 3 - Geography of Our Communities
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Washington DC Academic Standards
Social Studies
Grade: 3 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	1	Changing Geography of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.1.	Analyze maps, demographic data and images of Washington, DC to answer a specific question about how the Washington region has changed over time. Virtual Field Trips Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.2.	Use cardinal directions, map scales, legends and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the Washington metropolitan area. Virtual Field Trips Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.3.	Analyze maps and images of the Washington, DC region from different historical eras to develop claims about how the physical landscape has changed over time. Virtual Field Trips Washington, DC - Grades K - 5
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STUDENT EXPECTATION / ESSENTIAL SKILL	3.4.	Describe how different groups have interacted with the environment over time, and compare the ways in which Washingtonians interact with their environment with the ways that individuals in at least two global communities interact with their environment. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.5.	Compare the physical, economic and demographic features of the District of Columbia to America's 50 states and territories, including size and population. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.7.	Analyze how populations in Washington, DC have changed over time, including population increases, immigration and examples of racial and ethnic integration, segregation, and displacement (e.g., in Southwest DC). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.8.	Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17th century and the modern era to make a claim about how the community has changed over time. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.9.	Explain the impact of at least one significant urban planning decision in the history of Washington, DC on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning, the construction of highway 295). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.10.	Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	2	Shaping the Early History of Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.11.	Evaluate the utility of different representations of Washington, DC and the Chesapeake region, and use them to answer specific questions about the past. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.12.	Create a personal history of Washington, DC using oral histories, written sources and artifacts collected from family or community members. Virtual Field Trips Washington, DC - Grades K - 5

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	3	Building the Capital City
STUDENT EXPECTATION / ESSENTIAL SKILL	3.17.	Explain how the economic conditions in the Chesapeake Bay region led to a slave economy and the difference between indentured servitude and enslavement. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.18.	Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18th century. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.19.	Explain the role of individuals living in the Chesapeake region, including women, Indigenous peoples and Black Washingtonians in the movement for independence from England. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.20.	Explain the reasons for and consequence of the selection of Washington, DC as the nation's capital city. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.21.	Explain how the history of slavery impacted different neighborhoods and institutions in Washington, DC, including Georgetown University, the U.S. Capitol building, the White House and the "Yellow House". Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.22.	Analyze the lived experiences of different Washingtonians in the 19th century, including efforts to resist enslavement and the growth of a free Black community in the District. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.23.	Evaluate the role of Washingtonians and Washington, DC during and directly following the Civil War, including the reasons many formerly enslaved people settled in Washington, DC, the impact of DC Emancipation Day, and the efforts of Black families to reunite following emancipation. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	4	The Evolving History of Washington, DC

STUDENT EXPECTATION / ESSENTIAL SKILL	3.24.	Analyze changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, "Black Codes," immigration and industry on the District, using primary sources and demographic data. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.25.	Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.26.	Explain the reasons for the growth of Asian American, Latinx, East African, and Caribbean communities in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of a community organization. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.27.	Identify significant political movements that took place in Washington, DC, including the women's suffrage movement, the 1963 March on Washington for Jobs and Freedom and the Poor People's March. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.28.	Evaluate the impact of significant political movements, including labor movements, the Civil Rights movement, the Disability Rights movement, LGBTQ+ liberation and women's suffrage on life for District of Columbia residents. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.29.	Compare and contrast the lived experiences of diverse individuals who lived in the Washington region during different time periods (e.g., Benjamin Banneker, Anna Julia Cooper, William Costin, Frederick Douglass, Henry Fleet, Opechancanough, Carlos Manuel Rosario). Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.30.	Explain the reasons for the rise of the Home Rule movement and its impact on the rights and freedoms of District residents. Virtual Field Trips Washington, DC - Grades K - 5
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 3: Geography, History, and Cultures of the District of Columbia
STANDARD / ESSENTIAL SKILL	5	Today's Washington, DC
STUDENT EXPECTATION / ESSENTIAL SKILL	3.32.	Discuss the factors that affect the credibility of websites about contemporary policy and social issues in Washington, DC when provided with details about a source. Virtual Field Trips Washington, DC - Grades K - 5

STUDENT EXPECTATION / ESSENTIAL SKILL	3.37.	Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including but not limited to Latinx, European, Asian American and African American communities. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.38.	Analyze how groups maintain their cultural heritage and how this heritage is manifested in the symbols, traditions and culture of Washington, DC. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.40.	Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go, Smithsonian Institution museums, embassies). <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.41.	Analyze the history and legacy of major monuments and historical sites in and around Washington, DC. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	3.42.	Evaluate different perspectives on the challenges facing current residents, and develop a plan for action to address one of those challenges. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 4
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 4 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	4-PS4.	Waves and their Applications in Technologies for Information Transfer
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 Grade 3 - Geography of Our Communities

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	4-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

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

Virtual Field Trips
 African Safari
 Amazon Rainforest - Grades 2-5
 Canada: Coast to Coast
 Galapagos Islands
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Geography
 How Coral Reefs Are Formed
 The Sahara Desert
 Who Lives On a Coral Reef?

EXPECTATION 4-LS1-2. Use a model to describe that animals receive different types of information through their senses, process the information in their brain, and respond to the information in different ways.

Virtual Field Trips
 Grade 4 - West Region Geography
 Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-ESS.	EARTH AND SPACE SCIENCE
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STANDARD / ESSENTIAL SKILL	4-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 4-ESS2-1. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

CONTENT STANDARD / STRAND / DISCIPLINE	DC.4-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	4-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

The Sahara Desert

EXPECTATION 4-ESS3-2. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Washington DC Academic Standards

Social Studies

Grade: 4 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	1	Early Societies in the Americas (13000 BCE to 1100 CE)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.1.	Evaluate the strengths and weaknesses of different kinds of evidence (e.g., archeological evidence, artifacts, oral history, secondary sources) to understand events and life in the past. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.2.	Analyze how physical geography (e.g., natural resources, waterways, landforms) influences the choices people make and how people impact the natural environment. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.3.	Explain which natural resources were available in North America before 1100 CE, and use maps to explain how the availability of natural resources has changed over time. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.4.	Compare different theories about how and when people began to migrate around the globe and populate the Americas (e.g., land-bridge theory, Beringia, Yana Rhinoceros Horn Site and evidence of mammoth hunting, coastal-route theory, Clovis sites). Virtual Field Trips Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.5.	Compare the development of agricultural practices of Indigenous peoples across the Americas, including the Hohokam cultivation of corn, beans, squash and cotton. Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.6.	Explain the development of various economies and systems of trade of Indigenous peoples across the Americas using historical evidence (e.g., Inca Ceque system, the use of cacao as currency, the trade of turquoise and minerals in Chaco). Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.7.	Analyze the development of physical documentation in the early Americas, such as the writing and iconographic systems of Indigenous peoples across the Americas to make claims about historic societies (e.g., Cave of the Painted Rock in current-day Brazil, the writing system developed by the Maya, glyphs of the Grand Canyon). Virtual Field Trips Ancient Mayan Civilization Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	2	Civilizations of the Americas (1100 CE to 1500 CE)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.8.	Identify the geographic locations of major civilizations in the Americas in the 12th, 13th and 14th centuries, and analyze the changes to the political geography of the Americas during this time. <u>Virtual Field Trips</u> Ancient Mayan Civilization
STUDENT EXPECTATION / ESSENTIAL SKILL	4.11.	Compare Indigenous practices of land cultivation across the Americas in the 12th and 13th centuries, including environmentally sustainable practices (e.g., the use of controlled fires, the building and development of roads). <u>Virtual Field Trips</u> Ancient Mayan Civilization
STUDENT EXPECTATION / ESSENTIAL SKILL	4.14.	Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	3	Europeans Enter the Americas (1400s-1500s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.18.	Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous Nations, including the legacy of settler colonialism. <u>Virtual Field Trips</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.19.	Describe examples of Indigenous Nations' resistance to European colonization, subjugation, capture and enslavement. <u>Virtual Field Trips</u> Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	4	Life in the Colonies – Rebellions and the Roots of Revolution (1500s-1700s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.26.	Analyze the impact of Spanish settlement on the Southern and Western United States, with a particular focus on Indigenous Nations and the ways in which they resisted Spanish settlement. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
STUDENT EXPECTATION / ESSENTIAL SKILL	4.27.	Explain the reasons for the establishment of Jamestown in 1607, and analyze the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans. Virtual Field Trips Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.28.	Explain the reasons for establishing Plymouth and the Massachusetts Bay Colony, analyze the different experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans, and explain the significance of the Mayflower Compact. Virtual Field Trips Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.30.	Identify and compare key geographical, cultural, religious, and economic characteristics of the Thirteen Colonies. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.31.	Analyze the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies. Virtual Field Trips Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.35.	Evaluate laws and policies across the colonies – including the right to vote and slave codes – to evaluate the extent to which different individual populations have had access to freedom and power. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	4.36.	Compare the daily lives of different groups of people within colonial society, including women during the 1600s. Virtual Field Trips Grade 3 - The First Americans
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States
STANDARD / ESSENTIAL SKILL	5	The Creation of a New Nation – The American Revolution and Founding of the United States Government (1700s-1790s)

STUDENT EXPECTATION / ESSENTIAL SKILL	4.37.	Explain the significant events that created tension and contributed to calls from Colonial Americans to take action against Britain (e.g., the Great Awakening, the Sugar Act, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts.). Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.38.	Explain acts of resistance taken by some colonists and the British response to these actions (e.g., boycotts, the Boston Massacre, the Boston Tea Party, the Intolerable Acts). Virtual Field Trips Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.40.	Analyze the impact of key battles and historical figures of the American Revolution and the Independence movement, including George Washington, Benjamin Franklin, Thomas Jefferson, James Armistead Lafayette, the First Rhode Island Regiment and the Minutemen. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.42.	Evaluate the ideals of the Declaration of Independence, and assess the opportunities and contradictions of the document. Virtual Field Trips Grade 3 - The First Americans Grade 4 - Northeast
STUDENT EXPECTATION / ESSENTIAL SKILL	4.43.	Analyze the reasons for the creation of the Constitution. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.45.	Analyze the US Constitution, naming the three branches of government (legislative, executive and judicial), and discuss the concept of checks and balances. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	4.46.	Explain the role of Congress, including the role of the House of Representatives and the Senate, and its power to make laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.47.	Explain the role of the president and the executive branch of government and the president's power to carry out laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities

STUDENT EXPECTATION / ESSENTIAL SKILL	4.48.	Explain the role of the courts and the judicial branch of government and their power to evaluate laws. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.50.	Explain the protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the US Constitution. Virtual Field Trips Grade 3 - How Government Helps Our Communities
STUDENT EXPECTATION / ESSENTIAL SKILL	4.51.	Analyze the political motivations that led to Washington, DC being established as the capital of the United States. Virtual Field Trips Washington, DC - Grades K - 5
STUDENT EXPECTATION / ESSENTIAL SKILL	4.52.	Discuss and form arguments about the factors that affect the credibility of websites about the history or application of the US Constitution when provided with details about a source. Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STUDENT EXPECTATION / ESSENTIAL SKILL	4.54.	Evaluate the creation of the United States and the ways it may serve as an example (both for its strengths and limitations) to other democracies around the world. Virtual Field Trips Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 5
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 5 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	5-PS3.	Energy
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 5-PS3-1. Use models to describe that energy in animals' food (used for body repair, growth, motion, and to maintain body warmth) was once energy from the sun.

Virtual Field Trips
 Galapagos Islands
 Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	5-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION 5-LS2-1. Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.

Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Amazon Rainforest - Grades 6-8
 Amazon Rainforest - People and Threats - Grades 2-5
 Amazon Rainforest - People and Threats - Grades 6-8
 Galapagos Islands
 Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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EXPECTATION	5-ESS2-2.	Describe and graph the amounts and percentages of water and fresh water in various reservoirs to provide evidence about the distribution of water on Earth. Virtual Field Trips National Parks - Nevada, California
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.5-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	5-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - West Region Today National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
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Washington DC Academic Standards

Social Studies

Grade: 5 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	1	Inquiry in American History

STUDENT EXPECTATION / ESSENTIAL SKILL	5.2.	Compare multiple accounts of one significant event in American history, and analyze the reasons for differences in each account. Virtual Field Trips 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
STUDENT EXPECTATION / ESSENTIAL SKILL	5.3.	Compare multiple accounts of one significant event in American history, and make a claim about which account is more useful in understanding the past. Virtual Field Trips 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
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	2	War and Conquest in the West
STUDENT EXPECTATION / ESSENTIAL SKILL	5.12.	Describe the causes of the Texas Independence movement and Mexican-American War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers and Indigenous Nations, with a focus on the impact of these events on individual lived experiences. Virtual Field Trips Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today
STUDENT EXPECTATION / ESSENTIAL SKILL	5.14.	Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, Northwest, and Southwest between the 19th and 20th centuries. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
STUDENT EXPECTATION / ESSENTIAL SKILL	5.15.	Analyze the lived experiences of different immigrant communities between 1850 and 1900 (e.g., religious minority, Irish, German, Mexican, Italian, British, Southeast Asian, Chinese, and Japanese communities). Virtual Field Trips Grade 4 - West Region Early Beginnings

STUDENT EXPECTATION / ESSENTIAL SKILL	5.16.	Describe the motivations and lived experiences of people who migrated to the West in the 19th century, including Asian and African Americans. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Geography
STUDENT EXPECTATION / ESSENTIAL SKILL	5.17.	Compare the different artistic, cultural, political, and spiritual traditions of current-day Indigenous peoples and how those practices and ways of life persevered and still thrive today, including Two-Spirit identities. <u>Virtual Field Trips</u> Grade 4 - West Region Early Beginnings
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	3	Enslavement and Resistance
STUDENT EXPECTATION / ESSENTIAL SKILL	5.18.	Explain the importance of language when discussing challenging topics (e.g., “enslaved person” rather than “slave”). <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.19.	Explain that white enslavers adopted and spread false beliefs about racial inferiority, and evaluate the impact of that ideology today. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.24.	Compare and contrast how the system of slavery operated in the North and the South. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.25.	Discuss how the experience of enslaved people differed based on geographic location and labor performed. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	4	Civil War
STUDENT EXPECTATION / ESSENTIAL SKILL	5.29.	Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 5: Foundations of the Modern United States
STANDARD / ESSENTIAL SKILL	5	Reconstruction and the Early Struggle for Equality

STUDENT EXPECTATION / ESSENTIAL SKILL	5.38.	Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state and national office. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.39.	Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.40.	Analyze the lived experiences of Black citizens after the Civil War and how laws passed after the end of slavery, such as the “Black Codes,” impacted Black Americans’ ability to work, vote and move in public spaces. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STUDENT EXPECTATION / ESSENTIAL SKILL	5.42.	Evaluate the reasons for and impact of the Great Migration. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Today
STUDENT EXPECTATION / ESSENTIAL SKILL	5.43.	Analyze the rise in Black art, music, literature, businesses and queer culture in the Black Renaissance period including but not limited to Harlem and DC (e.g., Black Broadway). <u>Virtual Field Trips</u> Grade 4 - Midwest Region Today Washington, DC - Grades K - 5

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 6
Correlation Options: Show Correlated

Washington DC Academic Standards
Science
 Grade: 6 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	MS-PS1.	Matter and Its Interactions
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-LS1-4. Use argument based on empirical evidence and scientific reasoning to support an explanation for how characteristic animal behaviors and specialized plant structures affect the probability of successful reproduction of animals and plants respectively.

Virtual Field Trips

How Coral Reefs Are Formed

EXPECTATION MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

How Coral Reefs Are Formed

EXPECTATION MS-LS1-8. Gather and synthesize information that sensory receptors respond to stimuli by sending messages to the brain for immediate behavior or storage as memories.

Virtual Field Trips

Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-LS2-2. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION MS-LS2-3. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Who Lives On a Coral Reef?

EXPECTATION MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

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

The Sahara Desert

Who Lives On a Coral Reef?

EXPECTATION MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-ESS2-1. Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

EXPECTATION MS-ESS2-2. Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

EXPECTATION MS-ESS2-3. Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Wyoming, Utah

EXPECTATION MS-ESS2-5. Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions.

Virtual Field Trips

Canada: Coast to Coast

EXPECTATION MS-ESS2-6. Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates.

Virtual Field Trips

Galapagos Islands

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

National Parks - Nevada, California

The Sahara Desert

EXPECTATION MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Who Lives On a Coral Reef?

EXPECTATION MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Who Lives On a Coral Reef?

EXPECTATION MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Virtual Field Trips

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

Washington DC Academic Standards

Social Studies

Grade: 6 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE	Grade 6: World Geography
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STANDARD / ESSENTIAL SKILL	1	The Power of Maps
STUDENT EXPECTATION / ESSENTIAL SKILL	6.1.	Analyze the impact of the perspective of common map projections on understanding world geography, and explain how maps can convey a point of view. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
STUDENT EXPECTATION / ESSENTIAL SKILL	6.2.	Analyze how the environment and physical geography shape human behaviors and identities. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
STUDENT EXPECTATION / ESSENTIAL SKILL	6.3.	Evaluate the ways in which continents are divided, and develop a claim about the strengths and limitations of the current approach. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor
STUDENT EXPECTATION / ESSENTIAL SKILL	6.4.	Describe the purpose, creation, evolution and role of international borders, and evaluate the impact of the creation of a specific border. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor
STUDENT EXPECTATION / ESSENTIAL SKILL	6.5.	Explain how terms and language used to describe different regions and nations can influence our understanding of those places and the people who live there. 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
STUDENT EXPECTATION / ESSENTIAL SKILL	6.6.	Evaluate the strengths and limitations of different geographic tools, data sets and primary sources for understanding the lived experiences of individuals in different parts of the world. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor The Sahara Desert
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography

STANDARD / ESSENTIAL SKILL	2	Africa
STUDENT EXPECTATION / ESSENTIAL SKILL	6.7.	Analyze different geographic representations of Africa created by different groups of people over time to support claims about African history and geography. <u>Virtual Field Trips</u> African Safari
STUDENT EXPECTATION / ESSENTIAL SKILL	6.8.	Analyze maps of Africa that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, religions) to assess geographic patterns on the continent. <u>Virtual Field Trips</u> African Safari
STUDENT EXPECTATION / ESSENTIAL SKILL	6.9.	Use physical, cultural and economic maps to draw regions on the African continent, and compare these regions to existing economic communities. <u>Virtual Field Trips</u> African Safari
STUDENT EXPECTATION / ESSENTIAL SKILL	6.12.	Explain how population distribution, natural resources and the history of at least one country or region within Africa have impacted land use over time. <u>Virtual Field Trips</u> African Safari
STUDENT EXPECTATION / ESSENTIAL SKILL	6.15.	Analyze cultural, political and economic forces that impact urbanization in at least one city in Africa, and evaluate the impact of these forces on the structure of that city. <u>Virtual Field Trips</u> African Safari
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	3	Asia
STUDENT EXPECTATION / ESSENTIAL SKILL	6.19.	Analyze different geographic representations of Asia created by different groups of people over time to support claims about Asian history and geography. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.20.	Analyze maps of Asia that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, religions) characteristics to assess geographic patterns on the continent. <u>Virtual Field Trips</u> Tokyo - City of Contrasts

STUDENT EXPECTATION / ESSENTIAL SKILL	6.21.	Use physical, cultural, and economic maps to draw regions on the Asian continent, and compare these to the existing regional economic communities. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.23.	Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within Asia. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.25.	Analyze cultural, political, and economic forces that affect urbanization in at least one city in Asia, and evaluate the impact of these forces on the structure of that city. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STUDENT EXPECTATION / ESSENTIAL SKILL	6.27.	Evaluate the reasons for and the impact of the migration of people within, from and/or to one region or country within Asia over time. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	4	South America and the Caribbean
STUDENT EXPECTATION / ESSENTIAL SKILL	6.31.	Analyze different geographic representations of South America and the Caribbean created by different groups of people over time to support claims about South American and Caribbean history and geography. <u>Virtual Field Trips</u> Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.32.	Analyze maps of South America and the Caribbean that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, religions) characteristics to assess geographic patterns on the continent. <u>Virtual Field Trips</u> Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.33.	Use physical, cultural and economic maps to draw regions in South America and the Caribbean, and compare these to the existing region's economic communities. <u>Virtual Field Trips</u> Galapagos Islands
STUDENT EXPECTATION / ESSENTIAL SKILL	6.38.	Analyze cultural, political, and economic forces that affect urbanization in at least one city in South America and the Caribbean, and evaluate the impact of these forces on the structure of that city. <u>Virtual Field Trips</u> Galapagos Islands

STUDENT EXPECTATION / ESSENTIAL SKILL	6.40.	Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collective action to address the causes and impacts of challenges facing a region, city or country in South America or the Caribbean. Virtual Field Trips Galapagos Islands
CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	5	Europe
STUDENT EXPECTATION / ESSENTIAL SKILL	6.41.	Analyze different geographic representations of Europe created by different groups of people over time to support claims about European history and geography. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City
STUDENT EXPECTATION / ESSENTIAL SKILL	6.42.	Analyze maps of Europe that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, borders, religions) characteristics to assess geographic patterns on the continent. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City
STUDENT EXPECTATION / ESSENTIAL SKILL	6.43.	Use physical, cultural and economic maps to draw regions in Europe, and compare these to the existing region's economic communities. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City
STUDENT EXPECTATION / ESSENTIAL SKILL	6.44.	Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within Europe. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City
STUDENT EXPECTATION / ESSENTIAL SKILL	6.46.	Analyze cultural, political and economic forces that impact urbanization in at least one city in Europe, and evaluate the impact of these forces on the structure of that city. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Rome - The Eternal City

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 6: World Geography
STANDARD / ESSENTIAL SKILL	6	North America

STUDENT EXPECTATION / ESSENTIAL SKILL	6.49.	Analyze different geographic representations of North America created by different groups of people over time to support claims about North American history and geography. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	6.50.	Analyze maps of North America that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, religions) to assess geographic patterns on the continent. Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor

Main Criteria: Washington DC Academic Standards

Secondary Criteria: Virtual Field Trips Subjects:

Science, Social Studies

Grade: 7

Correlation Options: Show Correlated

Washington DC Academic Standards

Science

Grade: 7 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	MS-PS1.	Matter and Its Interactions
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii
EXPECTATION	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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EXPECTATION	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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EXPECTATION	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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EXPECTATION	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
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EXPECTATION	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands
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CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
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EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
EXPECTATION	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado

Washington DC Academic Standards

Social Studies

Grade: 7 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 7: US History I – Indigenous Nations through Reconstruction
STANDARD / ESSENTIAL SKILL	3	A Newly Formed, Diverse Nation: Confederation to Constitution (1770s-1800s)

STUDENT EXPECTATION / ESSENTIAL SKILL	7.37.	Explain the structure, power and function of the federal government created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the creation of checks and balances, the sovereignty of the people, limited government, and judicial independence. Virtual Field Trips Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	7.41.	Analyze the political debate regarding the location of the national capital, the compromise that led to the establishment of the District of Columbia and the consequences for DC residents. Virtual Field Trips Washington, DC - Grades 6 - 8

Main Criteria: Washington DC Academic Standards
Secondary Criteria: Virtual Field Trips Subjects:
 Science, Social Studies
Grade: 8
Correlation Options: Show Correlated

Washington DC Academic Standards

Science
 Grade: 8 - Adopted: 2013

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-PS.	PHYSICAL SCIENCE
STANDARD / ESSENTIAL SKILL	MS-PS1.	Matter and Its Interactions
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-PS1-3. Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS1.	From Molecules to Organisms: Structures and Processes
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION MS-LS1-5. Construct a scientific explanation based on evidence for how environmental and genetic factors influence the growth of organisms.

Virtual Field Trips

Galapagos Islands

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-LS.	LIFE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-LS2-2.	Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii
EXPECTATION	MS-LS2-3.	Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado
EXPECTATION	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS2.	Earth's Systems
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:

EXPECTATION	MS-ESS2-1.	Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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EXPECTATION	MS-ESS2-2.	Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
EXPECTATION	MS-ESS2-3.	Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
EXPECTATION	MS-ESS2-5.	Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. Virtual Field Trips Canada: Coast to Coast
EXPECTATION	MS-ESS2-6.	Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine regional climates. Virtual Field Trips Galapagos Islands
CONTENT STANDARD / STRAND / DISCIPLINE	DC.MS-ESS.	EARTH AND SPACE SCIENCE
STANDARD / ESSENTIAL SKILL	MS-ESS3.	Earth and Human Activity
STUDENT EXPECTATION / ESSENTIAL SKILL		Students who demonstrate understanding can:
EXPECTATION	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Nevada, California
EXPECTATION	MS-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

EXPECTATION	MS-ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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EXPECTATION	MS-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado
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Washington DC Academic Standards
Social Studies
Grade: 8 - Adopted: 2023

CONTENT STANDARD / STRAND / DISCIPLINE		Grade 8: Action Civics
STANDARD / ESSENTIAL SKILL	1	The Role of Government in Society

STUDENT EXPECTATION / ESSENTIAL SKILL	8.3.	Evaluate major tensions within the United States' constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government. Virtual Field Trips Washington, DC - Grades 6 - 8
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.4.	Analyze the historical and philosophical influences on the creation of the American government, including the role of race, gender, religion and socioeconomic status. Virtual Field Trips Washington, DC - Grades 6 - 8
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STUDENT EXPECTATION / ESSENTIAL SKILL	8.5.	Evaluate how the role of the US federal government has expanded and contracted over time. Virtual Field Trips Washington, DC - Grades 6 - 8
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CONTENT STANDARD / STRAND / DISCIPLINE		Grade 8: Action Civics
STANDARD / ESSENTIAL SKILL	2	How does the Government Function?

STUDENT EXPECTATION / ESSENTIAL SKILL	8.10.	Analyze the structures and functions of the three branches of the US federal government. Virtual Field Trips Washington, DC - Grades 6 - 8
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CONTENT STANDARD / STRAND / DISCIPLINE		Grade 8: Action Civics
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STANDARD / ESSENTIAL SKILL	5	Power and Access to Power in Society
STUDENT EXPECTATION / ESSENTIAL SKILL	8.48.	Analyze the way in which national or local policy has shaped access to resources and opportunity or increased exposure to harmful environmental effects and how people have sought to address this. <u>Virtual Field Trips</u> Canada: Our Northern Neighbor
CONTENT STANDARD / STAND / DISCIPLINE		Grade 8: Action Civics
STANDARD / ESSENTIAL SKILL	6	Protest and Resistance
STUDENT EXPECTATION / ESSENTIAL SKILL	8.55.	Compare the tactics, strategies, leaders, major events and enduring impacts of at least two different social movements within the US. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	8.57.	Evaluate lasting and short-term impacts of protests to economic, social and environmental policy. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	8.58.	Analyze the significance of Washington, DC as a historic and current location for national protests, rallies or other demonstrations. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	8.60.	Analyze an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8
STUDENT EXPECTATION / ESSENTIAL SKILL	8.61.	Evaluate the role and efficacy of civil disobedience, mass protest and strikes in creating change. <u>Virtual Field Trips</u> Washington, DC - Grades 6 - 8