

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** K

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: K - Adopted: 2021

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades K-2                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

Virtual Field Trips

Grade 1 - Life Long Ago

|                              |  |                                                                                    |
|------------------------------|--|------------------------------------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Kindergarten                                                             |
| CONTENT STANDARD / OBJECTIVE |  | Life Science                                                                       |
| OBJECTIVE / EXPECTATION      |  | Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment |

GRADE LEVEL  
EXPECTATION

S.K.4.

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

GRADE LEVEL  
EXPECTATION

S.K.6.

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

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|------------------------------|--|-------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Kindergarten  |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science |
| OBJECTIVE / EXPECTATION      |  | Weather and Climate     |

GRADE LEVEL  
EXPECTATION

S.K.7.

Use and share observations of local weather conditions to describe patterns over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

**Social Studies**  
Grade: **K** - Adopted: **2016**

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.K.</b> | <b>Kindergarten Standards</b> |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.K.C.</b>  | <b>Civics</b>                 |

OBJECTIVE / EXPECTATION      SS.K.1.      Develop an understanding of citizenship and patriotism through a variety of experiences (e.g., appropriate behavior, sharing, taking turns, volunteering, being honest and demonstrating responsibility for materials and personal belongings).

**Virtual Field Trips**

Grade 1 - All About Work

Grade 1 - Let's Learn About the Government

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.K.</b> | <b>Kindergarten Standards</b> |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.K.E.</b>  | <b>Economics</b>              |

OBJECTIVE / EXPECTATION      SS.K.5.      Investigate occupations within the school and local community.

**Virtual Field Trips**

Grade 1 - All About Work

OBJECTIVE / EXPECTATION      SS.K.6.      Discover the basic needs of people (e.g., shelter, food, clothing, etc.) and give examples of each.

**Virtual Field Trips**

Grade 1 - All About Work

OBJECTIVE / EXPECTATION      SS.K.7.      Investigate the exchange of goods and services (e.g., money, bartering, trading, etc.).

**Virtual Field Trips**

Grade 1 - All About Work

OBJECTIVE / EXPECTATION      SS.K.8.      Distinguish between wants and needs.

**Virtual Field Trips**

Grade 1 - All About Work

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.K.</b> | <b>Kindergarten Standards</b> |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.K.G.</b>  | <b>Geography</b>              |

OBJECTIVE / EXPECTATION      SS.K.11.      Compare and contrast the ways humans adapt based on seasons and weather.

**Virtual Field Trips**

Grade 1 - The Earth Around Us

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| OBJECTIVE /<br>EXPECTATION         | SS.K.12. | Explore similarities and differences of life in the city (urban) and the country (rural).<br><br><b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us<br>Paris - City of Light - Grades K - 5<br>Washington, DC - Grades K - 5                    |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.K. | Kindergarten Standards                                                                                                                                                                                                                                   |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.K.H.  | History                                                                                                                                                                                                                                                  |
| OBJECTIVE /<br>EXPECTATION         | SS.K.15. | Explore the history of the school and give examples of significant sites and people (e.g., principals, secretaries, teachers, custodians, etc.).<br><br><b>Virtual Field Trips</b><br>Grade 1 - Families and Neighbors                                   |
| OBJECTIVE /<br>EXPECTATION         | SS.K.16. | Investigate the past and explore the differences in other people, times and cultures through stories of people, heroes, pictures, songs, holidays, customs, traditions or legends.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Families and Neighbors |

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 1

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 1 - Adopted: 2021

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades K-2                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

Virtual Field Trips

Grade 1 - Life Long Ago

|                              |  |                                                 |
|------------------------------|--|-------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Grade 1                               |
| CONTENT STANDARD / OBJECTIVE |  | Life Science                                    |
| OBJECTIVE / EXPECTATION      |  | Structure, Function, and Information Processing |

GRADE LEVEL  
EXPECTATION

S.1.7.

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

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|------------------------------|--|------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Grade 1                  |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science            |
| OBJECTIVE / EXPECTATION      |  | Space Systems: Patterns and Cycles |

GRADE LEVEL  
EXPECTATION

S.1.9.

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

**West Virginia College and Career Readiness Standards**

**Social Studies**

Grade: 1 - Adopted: 2016

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|---------------------------|----------|-----------------------|
| CONTENT STANDARD / COURSE | WV.SS.1. | First Grade Standards |
|---------------------------|----------|-----------------------|

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| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.1.C.</b>  | <b>Civics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| OBJECTIVE / EXPECTATION             | SS.1.3.         | <p>Investigate the symbols, icons and traditions of the United States that provide a sense of community across time (e.g., Labor Day, Veterans Day, Memorial Day, Pledge of Allegiance, patriotic songs, landmarks, art and literature that demonstrate community traditions, etc.).</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - Let's Learn About the Government</p> <p>Grade 2 - Our Government At Work</p> <p>Washington, DC - Grades K - 5</p> |
| OBJECTIVE / EXPECTATION             | SS.1.4.         | <p>Apply the process of how leaders are selected and analyze how they influence decisions made in the school and community.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work</p>                                                                                                                                                                                                                                                 |
| OBJECTIVE / EXPECTATION             | SS.1.5.         | <p>Collaborate to identify a community need, propose a variety of solutions and investigate how individuals could participate to solve the problem.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>                                                                                                                                                                                                 |
| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.1.</b> | <b>First Grade Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.1.E.</b>  | <b>Economics</b>                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| OBJECTIVE / EXPECTATION             | SS.1.6.         | <p>Compare and contrast occupations within the community.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>                                                                                                                                                                                                                                                                                           |
| OBJECTIVE / EXPECTATION             | SS.1.7.         | <p>Distinguish between personal needs and wants and the consequences of personal choices.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>                                                                                                                                                                                                                                                           |
| OBJECTIVE / EXPECTATION             | SS.1.8.         | <p>Demonstrate the exchange of goods and services.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>                                                                                                                                                                                                                                                                                                  |
| OBJECTIVE / EXPECTATION             | SS.1.9.         | <p>Explain how individuals and families earn, spend and save money.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p>                                                                                                                                                                                                                                                                                 |
| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.1.</b> | <b>First Grade Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.1.G.</b>  | <b>Geography</b>                                                                                                                                                                                               |
| OBJECTIVE / EXPECTATION             | SS.1.12.        | Give examples of natural resources and their uses.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us                                                    |
| OBJECTIVE / EXPECTATION             | SS.1.13.        | Sequence the seasons of the year, months and days of the week.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us                                        |
| OBJECTIVE / EXPECTATION             | SS.1.14.        | Utilize appropriate maps, globes and geographic information systems.<br><br><u>Virtual Field Trips</u><br>Grade 2 - Land and Water Around Us                                                                   |
| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.1.</b> | <b>First Grade Standards</b>                                                                                                                                                                                   |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.1.G.</b>  | <b>Geography</b>                                                                                                                                                                                               |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.1.15.</b> | <b>Locate and identify the following on a map:</b>                                                                                                                                                             |
| GRADE LEVEL EXPECTATION             | SS.1.15.c       | Geographic features (e.g., mountains, bodies of water, etc.).<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Paris - City of Light - Grades K - 5 |
| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.1.</b> | <b>First Grade Standards</b>                                                                                                                                                                                   |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.1.H.</b>  | <b>History</b>                                                                                                                                                                                                 |
| OBJECTIVE / EXPECTATION             | SS.1.18.        | Utilize primary source documents and oral accounts to investigate ways communities change throughout history.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us                               |
| OBJECTIVE / EXPECTATION             | SS.1.19.        | Examine cultural contributions of families through the use of literature, primary source documents and oral accounts.<br><br><u>Virtual Field Trips</u><br>Grade 1 - Life Long Ago                             |
| OBJECTIVE / EXPECTATION             | SS.1.20.        | Explore the history of the community and give examples of locally significant sites and people.<br><br><u>Virtual Field Trips</u><br>Grade 1 - The Earth Around Us                                             |



**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 2

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 2 - Adopted: 2021

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades K-2                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Life Long Ago

Grade 3 - Geography of Our Communities

|                              |  |                                                      |
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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades K-2                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Observing patterns

**Virtual Field Trips**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Virtual Field Trips**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

GRADE LEVEL  
EXPECTATION

Tracking energy and matter flows into, out of, and within systems to understand system behavior

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

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| GRADE LEVEL<br>EXPECTATION |  | <p>Determining the relationships between structure and function</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p> |
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| GRADE LEVEL<br>EXPECTATION |  | <p>Studying stability and change</p> <p><b>Virtual Field Trips</b></p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p> |
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| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 2                          |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | Life Science                               |
| OBJECTIVE /<br>EXPECTATION         |  | Interdependent Relationships in Ecosystems |

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| GRADE LEVEL<br>EXPECTATION | S.2.5. | <p>Plan and conduct an investigation to determine if plants need sunlight and water to grow.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Land and Water Around Us</p> |
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| GRADE LEVEL<br>EXPECTATION | S.2.7. | <p>Make observations of plants and animals to compare the diversity of life in different habitats.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Grade 3 - Geography of Our Communities</p> <p>How Coral Reefs Are Formed</p> <p>The Sahara Desert</p> <p>Who Lives On a Coral Reef?</p> |
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| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 2                               |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | Earth and Space Science                         |
| OBJECTIVE /<br>EXPECTATION         |  | Earth's Systems: Processes that Shape the Earth |

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| GRADE LEVEL<br>EXPECTATION | S.2.8. | <p>Use information from several sources to provide evidence that Earth events can occur quickly or slowly.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> |
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| GRADE LEVEL<br>EXPECTATION | S.2.9. | <p>Compare multiple solutions designed to slow or prevent wind or water from changing the shape of the land.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - Geography of Our Communities</p> |
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| GRADE LEVEL<br>EXPECTATION | S.2.10. | Develop a model to represent the shapes and kinds of land and bodies of water in an area.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
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| GRADE LEVEL<br>EXPECTATION | S.2.11. | Obtain information to identify where water is found on Earth and that it can be solid or liquid.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Grade 1 - The Earth Around Us<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities |
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**West Virginia College and Career Readiness Standards**  
**Social Studies**  
Grade: 2 - Adopted: 2016

|                                    |          |                        |
|------------------------------------|----------|------------------------|
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.2. | Second Grade Standards |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.2.C.  | Civics                 |

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| OBJECTIVE /<br>EXPECTATION | SS.2.1. | Analyze examples of the fairness of rules and laws and evaluate their consequences.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Living Together<br>Grade 2 - Our Government At Work |
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| OBJECTIVE /<br>EXPECTATION | SS.2.2. | Illustrate the levels of government (local, state and national) and actively discuss the characteristics of effective leadership.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Washington, DC - Grades K - 5 |
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| OBJECTIVE /<br>EXPECTATION | SS.2.4. | Give examples of symbols, icons and traditions of the United States, recite the Pledge of Allegiance, and participate in national patriotic celebrations (e.g., Martin Luther King Day, Presidents Day and Flag Day) and community service projects.<br><br><b>Virtual Field Trips</b><br>Grade 1 - Let's Learn About the Government<br>Grade 1 - Life Long Ago<br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities<br>Washington, DC - Grades K - 5 |
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| CONTENT<br>STANDARD /<br>COURSE | WV.SS.2. | Second Grade Standards |
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| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.2.E.</b>  | <b>Economics</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| OBJECTIVE / EXPECTATION             | SS.2.5.         | <p>Investigate various occupations and career opportunities and how they have changed within the state and nation.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p> <p>Grade 3 - I Am a Consumer</p>                                                                                                                                                                              |
| OBJECTIVE / EXPECTATION             | SS.2.7.         | <p>Design a system that reflects the understanding of the exchange of goods and services (e.g., trading cards and classroom store).</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - All About Work</p> <p>Grade 2 - Work and Money</p> <p>Grade 3 - I Am a Consumer</p>                                                                                                                                                             |
| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.2.</b> | <b>Second Grade Standards</b>                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.2.G.</b>  | <b>Geography</b>                                                                                                                                                                                                                                                                                                                                                                                                                       |
| OBJECTIVE / EXPECTATION             | SS.2.9.         | <p>Utilize a legend, compass rose and cardinal directions to identify locations (e.g., Charleston, West Virginia, New York, District of Columbia, etc.) and geographic features (e.g., Great Lakes, Rocky Mountains, Mississippi River, etc.) in the United States.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>Washington, DC - Grades K - 5</p> |
| OBJECTIVE / EXPECTATION             | SS.2.10.        | <p>Identify the continents and oceans on a map and globe.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p>                                                                                                                                                                                                           |
| OBJECTIVE / EXPECTATION             | SS.2.11.        | <p>Summarize how climate, location and physical surroundings have caused changes in the community and state over time.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 1 - The Earth Around Us</p>                                                                                                                                                                                                                                      |
| OBJECTIVE / EXPECTATION             | SS.2.12.        | <p>Classify examples of natural resources and how people use them.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Grade 1 - The Earth Around Us</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 3 - A Country of Cultures</p> <p>Grade 3 - Geography of Our Communities</p> <p>Grade 3 - The First Americans</p>                                                                                |

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| OBJECTIVE /<br>EXPECTATION         | SS.2.13. | Utilize appropriate geographic information systems including maps, globes and geographic technology to examine, gather data and analyze a variety of real-world situations.                                           |
|                                    |          | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>The Sahara Desert                                                                                                                                 |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.2. | Second Grade Standards                                                                                                                                                                                                |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.2.H.  | History                                                                                                                                                                                                               |
| OBJECTIVE /<br>EXPECTATION         | SS.2.14. | Demonstrate an understanding of interactions among individuals, families and communities by creating a timeline using documents and oral accounts to investigate ways communities and generations of families change. |
|                                    |          | <b>Virtual Field Trips</b><br>Grade 1 - The Earth Around Us                                                                                                                                                           |
| OBJECTIVE /<br>EXPECTATION         | SS.2.15. | Identify cultural contributions and differences made by people from the various regions in the United States using literature, documents and oral accounts.                                                           |
|                                    |          | <b>Virtual Field Trips</b><br>Grade 1 - Life Long Ago<br>Grade 2 - Early Americans<br>Grade 3 - A Country of Cultures<br>Grade 3 - How The Country Was Settled                                                        |
| OBJECTIVE /<br>EXPECTATION         | SS.K.16. | Explore the impact historic figures have had upon our society.                                                                                                                                                        |
|                                    |          | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - How The Country Was Settled<br>Grade 3 - The First Americans<br>Washington, DC - Grades K - 5                                                    |

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 3 - Adopted: 2021

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Observing patterns

**Virtual Field Trips**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Virtual Field Trips**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

|                                    |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| GRADE LEVEL<br>EXPECTATION         |        | Tracking energy and matter flows into, out of, and within systems to understand system behavior<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5                                                                                                                                                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION         |        | Determining the relationships between structure and function<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef?                                                                                                                                                                                                                                                                                                  |
| GRADE LEVEL<br>EXPECTATION         |        | Studying stability and change<br><br><b>Virtual Field Trips</b><br>Galapagos Islands<br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef?                                                                                                                                                                                                                                                                                                                                                                                     |
| CONTENT<br>STANDARD /<br>COURSE    |        | Science – Grade 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>OBJECTIVE |        | Life Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| OBJECTIVE /<br>EXPECTATION         |        | Interdependent Relationships in Ecosystems                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| GRADE LEVEL<br>EXPECTATION         | S.3.6. | Construct an argument that some animals form groups that help members survive.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef?                                                                                                                                                                                                                                                                                |
| GRADE LEVEL<br>EXPECTATION         | S.3.7. | 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.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Galapagos Islands<br>Grade 2 - Land and Water Around Us<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

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| GRADE LEVEL EXPECTATION | S.3.8. | 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. |
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**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 3 - Geography of Our Communities

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Today

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

|                              |  |                                                             |
|------------------------------|--|-------------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Grade 3                                           |
| CONTENT STANDARD / OBJECTIVE |  | Life Science                                                |
| OBJECTIVE / EXPECTATION      |  | Inheritance and Variation of Traits: Life Cycles and Traits |

|                         |        |                                                                                                                                              |
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| GRADE LEVEL EXPECTATION | S.3.9. | Develop models to describe that organisms have unique and diverse life cycles but all have in common birth, growth, reproduction, and death. |
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**Virtual Field Trips**

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

|                         |         |                                                                                                                                                                                               |
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| GRADE LEVEL EXPECTATION | S.3.12. | 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. |
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**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

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|------------------------------|--|-------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Grade 3       |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science |
| OBJECTIVE / EXPECTATION      |  | Weather and Climate     |

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| GRADE LEVEL EXPECTATION | S.3.13. | <p>Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - West Region Geography</p>                                                        |
| GRADE LEVEL EXPECTATION | S.3.14. | <p>Obtain and combine information to describe climates in different regions of the world.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Grade 2 - Land and Water Around Us</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>The Sahara Desert</p> |
| GRADE LEVEL EXPECTATION | S.3.15. | <p>Make a claim about the merit of a design solution that reduces the impacts of a weather-related hazard.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - Geography of Our Communities</p>                                                                                                                                                                                                                 |

**West Virginia College and Career Readiness Standards**

**Social Studies**

Grade: **3** - Adopted: **2016**

|                              |          |                                                                                                      |
|------------------------------|----------|------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / COURSE    | WV.SS.3. | Third Grade Standards                                                                                |
| CONTENT STANDARD / OBJECTIVE | SS.3.C.  | Civics                                                                                               |
| OBJECTIVE / EXPECTATION      | SS.3.1.  | Identify and explain the following commonly-held American democratic values, principles and beliefs: |

|                         |           |                                                                                            |
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| GRADE LEVEL EXPECTATION | SS.3.1.a. | <p>Diversity.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 3 - A Country of Cultures</p> |
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| GRADE LEVEL EXPECTATION | SS.3.1.d. | <p>Community service.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Work and Money</p> |
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| CONTENT STANDARD / COURSE    | WV.SS.3. | Third Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.3.C.  | Civics                |

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| OBJECTIVE /<br>EXPECTATION         | SS.3.2.  | Determine the need for government and compare and contrast the following forms: tribal, monarchy, and democracy.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work                                                                                                                                                                                                                        |
| OBJECTIVE /<br>EXPECTATION         | SS.3.3.  | Investigate significant cultural contributions of various groups creating our multicultural society.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - A Country of Cultures<br>Grade 3 - How The Country Was Settled                                                                                                                                                               |
| OBJECTIVE /<br>EXPECTATION         | SS.3.4.  | Examine historical conflicts and their resolutions (e.g., The Boston Tea Party, conflict between Native Americans and explorers).<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work<br>Grade 3 - The First Americans                                                                                                                                                                      |
| OBJECTIVE /<br>EXPECTATION         | SS.3.5.  | Examine how rights and responsibilities of citizens are reflected in patriotic symbols, songs and holidays of the United States (e.g., the meaning of our flag's colors, the Pledge of Allegiance and the meaning of the words, the National Anthem, Veteran's Day and Memorial Day).<br><br><b>Virtual Field Trips</b><br>Grade 2 - Our Government At Work<br>Grade 3 - How Government Helps Our Communities |
| OBJECTIVE /<br>EXPECTATION         | SS.3.6.  | Participate in a local service project to discover the importance of working together and how participation leads to improvement in the lives of individuals, as well as communities.<br><br><b>Virtual Field Trips</b><br>Grade 2 - Work and Money                                                                                                                                                           |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.3. | Third Grade Standards                                                                                                                                                                                                                                                                                                                                                                                         |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.3.E.  | Economics                                                                                                                                                                                                                                                                                                                                                                                                     |
| OBJECTIVE /<br>EXPECTATION         | SS.3.7.  | Study bank services including checking accounts, savings accounts, and borrowing, and create a mock budget.<br><br><b>Virtual Field Trips</b><br>Grade 3 - I Am a Consumer                                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.3. | Third Grade Standards                                                                                                                                                                                                                                                                                                                                                                                         |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.3.G.  | Geography                                                                                                                                                                                                                                                                                                                                                                                                     |
| OBJECTIVE /<br>EXPECTATION         | SS.3.12. | Use geographic information systems to compare and contrast various types of maps (e.g., climate, resource, physical, political, road, etc.).<br><br><b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>Grade 4 - Northeast<br>The Sahara Desert                                                                                                                                              |

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| OBJECTIVE /<br>EXPECTATION | SS.3.13. | Distinguish between a continent, country, state and capital.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                            |          | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms<br>Grade 4 - West Region Today<br>Washington, DC - Grades K - 5                                                                                                              |
| OBJECTIVE /<br>EXPECTATION | SS.3.14. | Label maps to demonstrate knowledge of map skills (e.g., label cardinal directions, intermediate directions, borders, continents, oceans, Equator, Tropic of Cancer, Tropic of Capricorn, North Pole, South Pole and Prime Meridian).                                                                                                                                                                                                                                                                                                                                                                                                      |
|                            |          | <b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| OBJECTIVE /<br>EXPECTATION | SS.3.15. | Using a grid system, locate specific points on a map and explain the use of lines of latitude and longitude.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|                            |          | <b>Virtual Field Trips</b><br>Grade 4 - West Region Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| OBJECTIVE /<br>EXPECTATION | SS.3.18. | Recognize, define and illustrate world geographic features (e.g., peninsulas, islands, mountains, canyons, plateaus, mesas, harbors, gulfs, rivers, deserts, forests, valleys and plains).                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|                            |          | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Exploring Cuba<br>Galapagos Islands<br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms<br>Grade 4 - West Region Today<br>Paris - City of Light - Grades K - 5<br>The Sahara Desert |

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| OBJECTIVE / EXPECTATION | SS.3.19. | Compare and contrast regions of the United States in regard to plant and animal life, landforms, climate and human interactions with the environment.                                                                                                                                                                                                                                                                                                                               |
|                         |          | <b>Virtual Field Trips</b><br>Grade 2 - Land and Water Around Us<br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms<br>Grade 4 - West Region Today<br>Washington, DC - Grades K - 5 |

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| OBJECTIVE / EXPECTATION | SS.3.20. | Create a legend to identify the path of major explorers and chart those journeys on a world map (e.g., Marco Polo, Christopher Columbus, John Cabot, Hernando Cortes and Sir Walter Raleigh). |
|                         |          | <b>Virtual Field Trips</b><br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings                                                                                         |

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| CONTENT STANDARD / COURSE    | WV.SS.3. | Third Grade Standards                                        |
| CONTENT STANDARD / OBJECTIVE | SS.3.H.  | History                                                      |
| OBJECTIVE / EXPECTATION      | SS.3.21. | Examine the settlement of North America by Native Americans. |

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| GRADE LEVEL EXPECTATION | SS.3.21.a | Illustrate the spread of the Native American population into the various regions of North America.                                                                                                                                                                                        |
|                         |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Northeast<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Early Beginnings |

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| GRADE LEVEL EXPECTATION | SS.3.21.b | Determine settlement patterns based on natural resources.                                                                          |
|                         |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |

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| GRADE LEVEL EXPECTATION | SS.3.21.c | Explain how Native American groups adapted to geographic factors of a given region.                                                |
|                         |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |

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| GRADE LEVEL<br>EXPECTATION | SS.3.21.d | Compare and contrast the cultures of the different Native American groups (e.g., source of food, clothing, shelter and products used).                                |
|                            |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - A Country of Cultures<br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |

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| GRADE LEVEL<br>EXPECTATION | SS.3.21.e | Make historical inferences by analyzing artifacts and illustrations.                                                               |
|                            |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |

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| GRADE LEVEL<br>EXPECTATION | SS.3.21.f | Analyze the Native American interactions with others (e.g., other Native American groups, explorers and settlers).                 |
|                            |           | <b>Virtual Field Trips</b><br>Grade 2 - Early Americans<br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings |

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| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.3. | Third Grade Standards                                     |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.3.H.  | History                                                   |
| OBJECTIVE /<br>EXPECTATION         | SS.3.22. | Determine the causes and effects of European exploration. |

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| GRADE LEVEL<br>EXPECTATION | SS.3.22.a | Chronologically organize major explorers and determine the reasons for their journeys (e.g., Marco Polo, Amerigo Vespucci, Christopher Columbus, John Cabot, Hernando Cortes, Balboa, Ponce de Leon, Sir Walter Raleigh, etc.). |
|                            |           | <b>Virtual Field Trips</b><br>Grade 3 - The First Americans<br>Grade 4 - West Region Early Beginnings                                                                                                                           |

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 4

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 4 - Adopted: 2021

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Observing patterns

**Virtual Field Trips**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Virtual Field Trips**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

|                            |                                                                                                                     |
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| GRADE LEVEL<br>EXPECTATION | Tracking energy and matter flows into, out of, and within systems to understand system behavior                     |
|                            | <b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 2-5 |

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| GRADE LEVEL<br>EXPECTATION | Determining the relationships between structure and function                                                                                                    |
|                            | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef? |

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| GRADE LEVEL<br>EXPECTATION | Studying stability and change                                                                               |
|                            | <b>Virtual Field Trips</b><br>Galapagos Islands<br>How Coral Reefs Are Formed<br>Who Lives On a Coral Reef? |

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|------------------------------------|--|-------------------------------------------------|
| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 4                               |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | Life Science                                    |
| OBJECTIVE /<br>EXPECTATION         |  | Structure, Function, and Information Processing |

|                            |        |                                                                                                                                                                                                                                                                                                  |
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| GRADE LEVEL<br>EXPECTATION | S.4.8. | Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.                                                                                                                                       |
|                            |        | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Canada: Coast to Coast<br>Galapagos Islands<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Geography<br>How Coral Reefs Are Formed<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

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| GRADE LEVEL<br>EXPECTATION | S.4.9. | 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. |
|                            |        | <b>Virtual Field Trips</b><br>Grade 4 - West Region Geography<br>Who Lives On a Coral Reef?                                                                                                 |

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|------------------------------------|--|-------------------------------------------------|
| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 4                               |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | Earth and Space Science                         |
| OBJECTIVE /<br>EXPECTATION         |  | Earth's Systems: Processes that Shape the Earth |

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| GRADE LEVEL<br>EXPECTATION | S.4.12. | Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.                                                                                                                                                                                                                                                |
|                            |         | <b>Virtual Field Trips</b><br><a href="#">Grade 3 - Geography of Our Communities</a><br><a href="#">Grade 4 - Midwest Region Today</a><br><a href="#">Grade 4 - Southwest Region Early Beginnings</a><br><a href="#">National Parks - Alaska &amp; Hawaii</a><br><a href="#">National Parks - Washington, Oregon, Idaho, Montana, Colorado</a><br><a href="#">National Parks - Wyoming, Utah</a> |

**West Virginia College and Career Readiness Standards**

**Social Studies**

Grade: 4 - Adopted: 2016

|                                    |          |                        |
|------------------------------------|----------|------------------------|
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.4. | Fourth Grade Standards |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.4.C.  | Civics                 |

|                            |         |                                                                                                                                                                                                                                                                                         |
|----------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE /<br>EXPECTATION | SS.4.1. | Identify, explain and critique commonly held American democratic values, principles and beliefs (e.g., diversity, family values, community service, justice, liberty, etc.) through established documents (e.g., Declaration of Independence, U.S. Constitution, Bill of Rights, etc.). |
|                            |         | <b>Virtual Field Trips</b><br><a href="#">Grade 3 - How Government Helps Our Communities</a><br><a href="#">Grade 3 - The First Americans</a><br><a href="#">Grade 4 - Northeast</a>                                                                                                    |

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| OBJECTIVE /<br>EXPECTATION | SS.4.2. | Compare and contrast the powers of each branch of government and identify the responsibilities and rights of United States citizens. |
|                            |         | <b>Virtual Field Trips</b><br><a href="#">Grade 3 - How Government Helps Our Communities</a>                                         |

|                                    |          |                        |
|------------------------------------|----------|------------------------|
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.4. | Fourth Grade Standards |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.4.E.  | Economics              |

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| OBJECTIVE /<br>EXPECTATION | SS.4.5. | Investigate and recognize people as consumers and as producers of goods, and the effects of competition and supply-demand on prices through projects (e.g., developing budgets or products in simulated situations, etc.). |
|                            |         | <b>Virtual Field Trips</b><br><a href="#">Grade 3 - I Am a Consumer</a>                                                                                                                                                    |

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| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.4. | Fourth Grade Standards |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.4.G.  | Geography              |

|                         |         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| OBJECTIVE / EXPECTATION | SS.4.8. | Describe and locate examples of the major physical features of the United States (e.g., bodies of water, mountains, rivers, grasslands, oases, etc.) using references and technology (e.g., atlas, globe, geographic information system, etc.).                                                                                                                                                                                                                                                                                                                                                                             |
|                         |         | <b>Virtual Field Trips</b><br>Grade 3 - Geography of Our Communities<br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Midwest Region Today<br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - Southwest Region Today<br>Grade 4 - West Region Geography<br>Grade 4 - West Region Landforms<br>Grade 4 - West Region Today<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Washington, DC - Grades K - 5 |

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| CONTENT STANDARD / COURSE    | WV.SS.4. | Fourth Grade Standards                                                                                                                           |
| CONTENT STANDARD / OBJECTIVE | SS.4.G.  | Geography                                                                                                                                        |
| OBJECTIVE / EXPECTATION      | SS.4.9.  | Document the effects of and explain how people adapted to geographic factors (e.g., climate, mountains, bodies of water, etc.) on the following: |

GRADE LEVEL EXPECTATION      SS.4.9.b.      Settlement patterns and population density.

**Virtual Field Trips**  
 Ancient China - Qin & Han Dynasties  
 Canada: Coast to Coast  
 Canada: Our Northern Neighbor  
 Grade 4 - Northeast

GRADE LEVEL EXPECTATION      SS.4.9.c.      Culture (e.g., jobs, food, clothing, shelter, religion, government, etc.).

**Virtual Field Trips**  
 Amazon Rainforest - People and Threats - Grades 2-5  
 Canada: Our Northern Neighbor  
 Grade 4 - Northeast  
 Grade 4 - West Region Early Beginnings

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| CONTENT STANDARD / COURSE    | WV.SS.4. | Fourth Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.4.G.  | Geography              |

OBJECTIVE / EXPECTATION      SS.4.10.      Compare and contrast the physical, economic and political changes to America caused by geographic conditions and human intervention (e.g., bridges, canals, state boundaries, transportation, etc.).

**Virtual Field Trips**  
 Grade 3 - How The Country Was Settled  
 Grade 4 - Midwest Region Early Beginnings  
 Grade 4 - Northeast  
 Grade 4 - West Region Early Beginnings

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.4.</b> | <b>Fourth Grade Standards</b>                                                                                                                                 |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.4.H.</b>  | <b>History</b>                                                                                                                                                |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.4.13.</b> | <b>Demonstrate an understanding of the various factors that influenced the founding of the original colonies (e.g., economic, political, cultural, etc.).</b> |

GRADE LEVEL EXPECTATION . SS.4.13.a Analyze the southern, middle and northern colonies (e.g., origins, early government, resources, religious and cultural diversity, etc.).

**Virtual Field Trips**

Grade 3 - The First Americans

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

GRADE LEVEL EXPECTATION . SS.4.13.b. Compare and contrast community life, family roles and social classes in colonial America (e.g., indentured servants, slaves, colonists, etc.).

**Virtual Field Trips**

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION . SS.4.13.c Compare and contrast backgrounds, motivations and occupational skills among English, French and Spanish settlers (e.g., economics, culture, trade, new agricultural products, etc.).

**Virtual Field Trips**

Grade 3 - The First Americans

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.4.</b> | <b>Fourth Grade Standards</b>                                                                                                    |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.4.H.</b>  | <b>History</b>                                                                                                                   |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.4.14.</b> | <b>Demonstrate an understanding of the conflict between the American colonies and England that led to the Revolutionary War.</b> |

GRADE LEVEL EXPECTATION . SS.4.14.a Explain the political and economic factors leading to the American Revolution (e.g., the French and Indian War; British colonial policies, and American colonists' early resistance, etc.).

**Virtual Field Trips**

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION . SS.4.14.b. Explain the major ideas reflected in the Declaration of Independence.

**Virtual Field Trips**

Grade 3 - The First Americans

Grade 4 - Northeast

GRADE LEVEL EXPECTATION . SS.4.14.d. Explain the contributions of Native Americans, the French and Dutch during the Revolutionary War, and list the contributions of women and African Americans during and after the American Revolution.

**Virtual Field Trips**

Grade 3 - The First Americans

Grade 4 - Northeast

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.4.</b> | <b>Fourth Grade Standards</b>                                                                   |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.4.H.</b>  | <b>History</b>                                                                                  |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.4.15.</b> | <b>Trace the beginnings of America as a nation and the establishment of the new government.</b> |

GRADE LEVEL EXPECTATION      SS.4.15.a      Compare and contrast the various forms of government in effect from 1774-1854 (e.g., Continental Congress, Articles of Confederation, U.S. Constitution, Bill of Rights, etc.).

**Virtual Field Trips**

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

GRADE LEVEL EXPECTATION      SS.4.15.b.      Research the contributions of early American historic figures (e.g., George Washington, John Adams, Abigail Adams, Thomas Jefferson, Alexander Hamilton, Andrew Jackson, James Madison, Dolly Madison, etc.).

**Virtual Field Trips**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

GRADE LEVEL EXPECTATION      SS.4.15.c.      Explain the political, social and economic challenges faced by the new nation (e.g., development of political parties, expansion of slavery, taxation, etc.).

**Virtual Field Trips**

Grade 4 - Southeast Region of the U.S.

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.4.</b> | <b>Fourth Grade Standards</b>                                                        |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.4.H.</b>  | <b>History</b>                                                                       |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.4.16.</b> | <b>Demonstrate an understanding of the causes and effects of Westward Expansion.</b> |

GRADE LEVEL EXPECTATION      SS.4.16.a      Investigate the economic, political and cultural factors involved in Westward Expansion (e.g., Land Ordinance of 1785, Northwest Ordinance of 1787, Indian Removal Act, Trail of Tears, Manifest Destiny, resources, trade, etc.).

**Virtual Field Trips**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION      SS.4.16.b.      Analyze the people and events that facilitated Westward Expansion (e.g., Daniel Boone, Louisiana Purchase, Lewis and Clark, Northwest Territory, Alamo, Gold Rush, etc.).

**Virtual Field Trips**

Grade 3 - How The Country Was Settled

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Geography

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| GRADE LEVEL | SS.4.16. | Trace transportation innovations and explain their impact on Westward Expansion (e.g., bridges, canals,     |
| EXPECTATION | c.       | steamboats, railroads, steam engines, clipper ships, flat boats, roads, dams, locks, ports, harbors, etc.). |

#### **Virtual Field Trips**

Grade 3 - How The Country Was Settled

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 5

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 5 - Adopted: 2021

|                              |  |                                                      |
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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

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

Galapagos Islands

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 3-5                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Observing patterns

**Virtual Field Trips**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Virtual Field Trips**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

|                                    |        |                                                                                                                                                                                                                                                                                                                                                                                                                   |
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| GRADE LEVEL<br>EXPECTATION         |        | <p>Recognizing scale, proportion, and quantity</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p>                                                                                                                                                                                                                                                  |
| GRADE LEVEL<br>EXPECTATION         |        | <p>Tracking energy and matter flows into, out of, and within systems to understand system behavior</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                        |
| GRADE LEVEL<br>EXPECTATION         |        | <p>Determining the relationships between structure and function</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p>                                                                                                              |
| GRADE LEVEL<br>EXPECTATION         |        | <p>Studying stability and change</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                                                                                                               |
| CONTENT<br>STANDARD /<br>COURSE    |        | Science – Grade 5                                                                                                                                                                                                                                                                                                                                                                                                 |
| CONTENT<br>STANDARD /<br>OBJECTIVE |        | Life Science                                                                                                                                                                                                                                                                                                                                                                                                      |
| OBJECTIVE /<br>EXPECTATION         |        | Matter and Energy in Organisms and Ecosystems                                                                                                                                                                                                                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION         | S.5.6. | <p>Use models to describe that energy in animals' food (used for body repair, growth, motion, and maintenance of body warmth) originated as energy from the sun.</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                 |
| GRADE LEVEL<br>EXPECTATION         | S.5.7. | <p>Develop a model to describe the movement of matter among plants, animals, decomposers, and the environment.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p> <p>Who Lives On a Coral Reef?</p> |

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| <b>CONTENT STANDARD / COURSE</b>    |  | <b>Science – Grade 5</b>       |
| <b>CONTENT STANDARD / OBJECTIVE</b> |  | <b>Earth and Space Science</b> |
| <b>OBJECTIVE / EXPECTATION</b>      |  | <b>Earth's Systems</b>         |

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| GRADE LEVEL EXPECTATION | S.5.8. | 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. |
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**Virtual Field Trips**  
National Parks - Nevada, California

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| GRADE LEVEL EXPECTATION | S.5.9. | Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment. |
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**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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| GRADE LEVEL EXPECTATION | S.5.10. | Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. |
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**Virtual Field Trips**  
Amazon Rainforest - People and Threats - Grades 2-5  
Amazon Rainforest - People and Threats - Grades 6-8  
Grade 4 - Midwest Region Today  
Grade 4 - Southwest Region Early Beginnings  
Grade 4 - West Region Geography  
Grade 4 - West Region Landforms  
National Parks - Alaska & Hawaii  
National Parks - Nevada, California  
National Parks - Washington, Oregon, Idaho, Montana, Colorado  
National Parks - Wyoming, Utah

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| GRADE LEVEL EXPECTATION | S.5.11. | Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. |
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**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  
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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| CONTENT STANDARD / COURSE    | WV.SS.5. | Fifth Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.5.C.  | Civics                |

OBJECTIVE / EXPECTATION

SS.5.5. Compare the functions of each level of the government (local, state, and national).

**Virtual Field Trips**

Washington, DC - Grades K - 5

|                              |          |                       |
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| CONTENT STANDARD / COURSE    | WV.SS.5. | Fifth Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.5.E.  | Economics             |

OBJECTIVE / EXPECTATION

SS.5.7. Explain the concept of supply and demand in specific historic and current economic situations in the United States (e.g., slavery, oil, gas, Industrial Revolution, etc.).

**Virtual Field Trips**

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

OBJECTIVE / EXPECTATION

SS.5.8. Critique the economic reasons for immigration and migration throughout the United States during specific times in history and relate the information to the present (e.g., Great Migration, Ellis Island, etc.).

**Virtual Field Trips**

Grade 4 - Midwest Region Today

Grade 4 - Northeast

OBJECTIVE / EXPECTATION

SS.5.9. Assess the resources (e.g., oil, land, gas, etc.) of the geographic regions (e.g., Midwest, Middle East, etc.) of the United States and the world and explain their impact on global economic activities.

**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

OBJECTIVE / EXPECTATION

SS.5.10. Compare the industrial North and the agricultural South prior to the Civil War, the geographic characteristics and boundaries of each region and the basic way of life in each region.

**Virtual Field Trips**

Grade 4 - Northeast

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| OBJECTIVE /<br>EXPECTATION         | SS.5.11. | Explain the economic problems that forced former slaves to continue to live in servitude even after slavery was officially abolished by the Thirteenth Amendment.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Southeast Region of the U.S.                                                                                                                                                 |
| OBJECTIVE /<br>EXPECTATION         | SS.5.12. | Compare the economic and social effects of Reconstruction on different populations, including the move from farms to factories and the change from the plantation system to sharecropping.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Northeast<br>Grade 4 - Southeast Region of the U.S.                                                                                                 |
| OBJECTIVE /<br>EXPECTATION         | SS.5.13. | Explain the social and economic effects of Westward Expansion on Native Americans, including changes in federal policies, armed conflicts, opposing views concerning land ownership and Native American displacement.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - Southwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.5. | Fifth Grade Standards                                                                                                                                                                                                                                                                                                                                                                         |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.5.G.  | Geography                                                                                                                                                                                                                                                                                                                                                                                     |
| OBJECTIVE /<br>EXPECTATION         | SS.5.14. | Explain how aspects of the terrain (e.g., the principal mountain ranges, rivers, vegetation and climate of the region, etc.) affected westward travel and settlement.<br><br><b>Virtual Field Trips</b><br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings                                                                                                |
| OBJECTIVE /<br>EXPECTATION         | SS.5.16. | Illustrate the effects of settlement on the environment of the West, (e.g., changes in the physical and human systems, etc.).<br><br><b>Virtual Field Trips</b><br>Grade 4 - Midwest Region Early Beginnings<br>Grade 4 - West Region Early Beginnings<br>Grade 4 - West Region Geography                                                                                                     |

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| OBJECTIVE / EXPECTATION | SS.5.17. | <p>Compare and contrast the various regions of the United States; locate each of the fifty United States and correlate them with their regions.</p> <p><b>Virtual Field Trips</b></p> <p>Barcelona</p> <p>Grade 4 - Midwest Region Early Beginnings</p> <p>Grade 4 - Midwest Region Today</p> <p>Grade 4 - Northeast</p> <p>Grade 4 - Southeast Region of the U.S.</p> <p>Grade 4 - Southwest Region Early Beginnings</p> <p>Grade 4 - Southwest Region Today</p> <p>Grade 4 - West Region Early Beginnings</p> <p>Grade 4 - West Region Geography</p> <p>Grade 4 - West Region Landforms</p> <p>Grade 4 - West Region Today</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> <p>Washington, DC - Grades K - 5</p> |
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| OBJECTIVE / EXPECTATION | SS.5.18. | <p>Identify the characteristics and purposes of maps, globes, geographic information systems and other geographic tools.</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>The Sahara Desert</p> |
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| OBJECTIVE / EXPECTATION | SS.5.19. | <p>Display information on maps, globes, geographic models and in graphs, diagrams and charts (e.g., designing map keys and legends, etc.).</p> <p><b>Virtual Field Trips</b></p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>Grade 4 - Northeast</p> <p>The Sahara Desert</p> |
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| CONTENT STANDARD / COURSE    | WV.SS.5. | Fifth Grade Standards                                                                                                   |
| CONTENT STANDARD / OBJECTIVE | SS.5.H.  | History                                                                                                                 |
| OBJECTIVE / EXPECTATION      | SS.5.20. | Demonstrate an understanding of the industrial North and the agricultural South before, during and after the Civil War. |

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| GRADE LEVEL EXPECTATION | SS.5.20.b | <p>Explain how specific events and issues led to the Civil War (e.g., sectionalism fueled by issues of slavery in the territories, states' rights, election of 1860 and secession).</p> <p><b>Virtual Field Trips</b></p> <p>Grade 4 - Southeast Region of the U.S.</p> |
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| CONTENT STANDARD / COURSE    | WV.SS.5. | Fifth Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.5.H.  | History               |

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| <b>OBJECTIVE / EXPECTATION</b> | <b>SS.5.21.</b> | <b>Examine the economic, political and social developments during Reconstruction.</b> |
|--------------------------------|-----------------|---------------------------------------------------------------------------------------|

GRADE LEVEL EXPECTATION . SS.5.21.a Explain the effects of Abraham Lincoln's assassination and the goals of Reconstruction.

**Virtual Field Trips**

Grade 4 - Southeast Region of the U.S.

GRADE LEVEL EXPECTATION . SS.5.21. b. Characterize the effects of Reconstruction on African Americans (e.g., rights and restrictions, Thirteenth, Fourteenth, Fifteenth Amendments, rise of discriminatory laws and groups (Klu Klux Klan), motivations to relocate, and the actions of the Freedmen's Bureau, etc.).

**Virtual Field Trips**

Grade 4 - Southeast Region of the U.S.

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.5.</b> | <b>Fifth Grade Standards</b>                                                                               |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.5.H.</b>  | <b>History</b>                                                                                             |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.5.22.</b> | <b>Demonstrate an understanding of the advances in transportation and its effect on Western Expansion.</b> |

GRADE LEVEL EXPECTATION . SS.5.22.a Illustrate how railroads affected development of the West (e.g., ease of travel, influence on trade and impact on environment, etc.).

**Virtual Field Trips**

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

GRADE LEVEL EXPECTATION . SS.5.22. b. Compare and contrast conflicts between various groups in the West (e.g., miners, ranchers, cowboys, Native Americans, Mexican Americans and European and Asian immigrants, etc.).

**Virtual Field Trips**

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Early Beginnings

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.5.</b> | <b>Fifth Grade Standards</b>                                                                                    |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.5.H.</b>  | <b>History</b>                                                                                                  |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.5.24.</b> | <b>Analyze the people and the factors that led to Industrialization in the late 19th century United States.</b> |

GRADE LEVEL EXPECTATION . SS.5.24.a Examine how the Industrial Revolution was furthered by new inventions and technologies (e.g., light bulb, telegraph, automobile, assembly line, etc.).

**Virtual Field Trips**

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

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| GRADE LEVEL | SS.5.24. | Identify prominent inventors and scientists of the period and summarize their inventions or discoveries (e.g., |
| EXPECTATION | b.       | Thomas Edison, Alexander Graham Bell, the Wright Brothers, Henry Ford and Albert Einstein, etc.).              |

#### **Virtual Field Trips**

Grade 4 - Midwest Region Early Beginnings

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 6

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 6 - Adopted: 2021

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

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

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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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Observing patterns

**Virtual Field Trips**

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Investigating and explaining cause and effect

**Virtual Field Trips**

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

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| GRADE LEVEL<br>EXPECTATION         |  | <p>Tracking energy and matter flows, into, out of, and within systems to understand system behavior</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p>                                                                                                                                                                              |
| GRADE LEVEL<br>EXPECTATION         |  | <p>Determining the relationships between structure and function</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - Grades 6-8</p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                                                                                     |
| GRADE LEVEL<br>EXPECTATION         |  | <p>Studying stability and change</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands</p> <p>How Coral Reefs Are Formed</p> <p>Who Lives On a Coral Reef?</p>                                                                                                                                                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>COURSE    |  | Science Indicators Grades 6-8                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | College- and Career-Readiness Indicators for Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| OBJECTIVE /<br>EXPECTATION         |  | Science Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION         |  | <p>Identifying scientific issues underlying national and local decisions and expressing positions that are scientifically and technologically informed</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p> |
| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | LIFE Science                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| OBJECTIVE /<br>EXPECTATION         |  | Interdependent Relationships in Ecosystems                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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| GRADE LEVEL<br>EXPECTATION | S.6.1. | Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems.<br><br><b><u>Virtual Field Trips</u></b><br>African Safari<br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>National Parks - Alaska & Hawaii<br>The Sahara Desert<br>Who Lives On a Coral Reef? |
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| GRADE LEVEL<br>EXPECTATION | S.6.2. | Evaluate competing design solutions for maintaining biodiversity and ecosystem services.<br><br><b><u>Virtual Field Trips</u></b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Who Lives On a Coral Reef? |
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| CONTENT<br>STANDARD /<br>COURSE    |  | Science – Grade 6                             |
| CONTENT<br>STANDARD /<br>OBJECTIVE |  | LIFE Science                                  |
| OBJECTIVE /<br>EXPECTATION         |  | Matter and Energy in Organisms and Ecosystems |

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| GRADE LEVEL<br>EXPECTATION | S.6.6. | Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.<br><br><b><u>Virtual Field Trips</u></b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Galapagos Islands<br>Who Lives On a Coral Reef? |
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| GRADE LEVEL EXPECTATION | S.6.7. | Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.                                                                                                                                                                                                                                                                                                       |
|                         |        | <b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 2-5<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 2-5<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>How Coral Reefs Are Formed<br>National Parks - Alaska & Hawaii<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>The Sahara Desert<br>Who Lives On a Coral Reef? |

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| CONTENT STANDARD / COURSE    |  | Science – Grade 6       |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science |
| OBJECTIVE / EXPECTATION      |  | Weather and Climate     |

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| GRADE LEVEL EXPECTATION | S.6.16. | Collect data to provide evidence for how the motions and complex interactions of air masses results in changes in weather conditions. |
|                         |         | <b>Virtual Field Trips</b><br>Canada: Coast to Coast                                                                                  |

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| GRADE LEVEL EXPECTATION | S.6.17. | 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. |
|                         |         | <b>Virtual Field Trips</b><br>Galapagos Islands                                                                                                                           |

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| GRADE LEVEL EXPECTATION | S.6.18. | Ask questions to clarify evidence of the factors that have caused the change in global temperatures over the past century.                          |
|                         |         | <b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>Who Lives On a Coral Reef? |

West Virginia College and Career Readiness Standards

Social Studies

Grade: 6 - Adopted: 2016

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| CONTENT STANDARD / COURSE    | WV.SS.6. | Sixth Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.6.C.  | Civics                |

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| OBJECTIVE / EXPECTATION      | SS.6.7.  | <p>Research and organize information about an issue of global concern from multiple points of view (e.g., ecology, natural resources, and human rights).</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>                                                   |
| CONTENT STANDARD / COURSE    | WV.SS.6. | Sixth Grade Standards                                                                                                                                                                                                                                                                                                                                                                  |
| CONTENT STANDARD / OBJECTIVE | SS.6.E.  | Economics                                                                                                                                                                                                                                                                                                                                                                              |
| OBJECTIVE / EXPECTATION      | SS.6.8.  | <p>Compare and contrast the basic characteristics of communism, socialism and capitalism.</p> <p><b>Virtual Field Trips</b></p> <p>Exploring Cuba</p>                                                                                                                                                                                                                                  |
| OBJECTIVE / EXPECTATION      | SS.6.9.  | <p>Identify examples of renewable and non-renewable resources and analyze the factors that affect these resources on the individual, local and national economies (e.g., hurricanes, floods, etc.).</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 2-5</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Our Northern Neighbor</p>        |
| OBJECTIVE / EXPECTATION      | SS.6.13. | <p>Assess the economic impact of technology on world regions throughout history.</p> <p><b>Virtual Field Trips</b></p> <p>Ancient China - Qin &amp; Han Dynasties</p> <p>Ancient China - Shang &amp; Zhou Dynasties</p> <p>Ancient Greece</p> <p>Ancient Mayan Civilization</p>                                                                                                        |
| CONTENT STANDARD / COURSE    | WV.SS.6. | Sixth Grade Standards                                                                                                                                                                                                                                                                                                                                                                  |
| CONTENT STANDARD / OBJECTIVE | SS.6.G.  | Geography                                                                                                                                                                                                                                                                                                                                                                              |
| OBJECTIVE / EXPECTATION      | SS.6.16. | <p>Examine population data from the U.S. Census Bureau and infer the reasons for changes and differences in various areas (e.g., difference between rural and urban areas).</p> <p><b>Virtual Field Trips</b></p> <p>Washington, DC - Grades 6 - 8</p>                                                                                                                                 |
| OBJECTIVE / EXPECTATION      | SS.6.18. | <p>Locate the major waterways of North America, South America, Europe and the Middle East and examine their impact on transportation and trade (e.g., discuss how the opening of the Erie Canal contributed to the rise of cities in New York).</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - Grades 6-8</p> <p>Amazon Rainforest - People and Threats - Grades 2-5</p> |
| CONTENT STANDARD / COURSE    | WV.SS.6. | Sixth Grade Standards                                                                                                                                                                                                                                                                                                                                                                  |

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| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.6.H.</b>  | <b>History</b>                                                                              |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.6.21.</b> | <b>Demonstrate an understanding of the causes, key events and outcomes of World War II.</b> |

GRADE LEVEL EXPECTATION . SS.6.21.d Analyze the role of strong leadership during the war and critique their responses to the conflict.

**Virtual Field Trips**  
London - City of Pomp & Majesty

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.6.</b> | <b>Sixth Grade Standards</b>                                                                                                         |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.6.H.</b>  | <b>History</b>                                                                                                                       |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.6.22.</b> | <b>Demonstrate an understanding of global developments following World War II including the impact of the Cold War on the world.</b> |

GRADE LEVEL EXPECTATION . SS.6.22.c Summarize the events of the Cold War (e.g., Korean conflict, Vietnam, Cuban Missile Crisis and Space Race).

**Virtual Field Trips**  
Exploring Cuba

GRADE LEVEL EXPECTATION . SS.6.22.d. Describe the Soviet Union's domination of Eastern Europe, the rise of the Communist party in China and the building of the Berlin Wall.

**Virtual Field Trips**  
Ancient China - Qin & Han Dynasties

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| <b>CONTENT STANDARD / COURSE</b>    | <b>WV.SS.6.</b> | <b>Sixth Grade Standards</b>                                                              |
| <b>CONTENT STANDARD / OBJECTIVE</b> | <b>SS.6.H.</b>  | <b>History</b>                                                                            |
| <b>OBJECTIVE / EXPECTATION</b>      | <b>SS.6.23.</b> | <b>Identify the key figures, events and philosophies of the US Civil Rights Movement.</b> |

GRADE LEVEL EXPECTATION . SS.6.23.a Trace the development of Civil Rights for minority groups in the United States (e.g., women and African Americans).

**Virtual Field Trips**  
Washington, DC - Grades 6 - 8

GRADE LEVEL EXPECTATION . SS.6.23.b. Identify key figures and key events in movements for civil rights.

**Virtual Field Trips**  
Washington, DC - Grades 6 - 8

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 7

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 7 - Adopted: 2021

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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

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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| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

GRADE LEVEL  
EXPECTATION

Tracking energy and matter flows, into, out of, and within systems to understand system behavior

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

GRADE LEVEL  
EXPECTATION

Determining the relationships between structure and function

**Virtual Field Trips**

African Safari

Amazon Rainforest - Grades 6-8

Galapagos Islands

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| GRADE LEVEL<br>EXPECTATION         |         | <p>Studying stability and change</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands</p>                                                                                                                                                                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>COURSE    |         | Science Indicators Grades 6-8                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>OBJECTIVE |         | College- and Career-Readiness Indicators for Science                                                                                                                                                                                                                                                                                                                                                                                                               |
| OBJECTIVE /<br>EXPECTATION         |         | Science Literacy                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| GRADE LEVEL<br>EXPECTATION         |         | <p>Identifying scientific issues underlying national and local decisions and expressing positions that are scientifically and technologically informed</p> <p><b>Virtual Field Trips</b></p> <p>African Safari</p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Washington, Oregon, Idaho, Montana, Colorado</p> <p>National Parks - Wyoming, Utah</p>      |
| CONTENT<br>STANDARD /<br>COURSE    |         | Science – Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CONTENT<br>STANDARD /<br>OBJECTIVE |         | Earth and Space Science                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| OBJECTIVE /<br>EXPECTATION         |         | Earth's Systems                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| GRADE LEVEL<br>EXPECTATION         | S.7.15. | <p>Develop a model to describe the cycling of Earth's materials and the flow of energy that drives this process.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Galapagos Islands</p>                                                                                                                                                                                                                         |
| GRADE LEVEL<br>EXPECTATION         | S.7.17. | <p>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.</p> <p><b>Virtual Field Trips</b></p> <p>Amazon Rainforest - People and Threats - Grades 6-8</p> <p>Canada: Coast to Coast</p> <p>Canada: Our Northern Neighbor</p> <p>National Parks - Alaska &amp; Hawaii</p> <p>National Parks - Nevada, California</p> |
| CONTENT<br>STANDARD /<br>COURSE    |         | Science – Grade 7                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
| CONTENT<br>STANDARD /<br>OBJECTIVE |         | Earth and Space Science                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| OBJECTIVE /<br>EXPECTATION         |         | History of Earth                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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| GRADE LEVEL EXPECTATION | S.7.19. | Construct an explanation based on evidence for how geoscience processes have changed Earth's surface at varying time and spatial scales.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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| GRADE LEVEL EXPECTATION | S.7.20. | Analyze and interpret data on the distribution of fossils and rocks, continental shapes, and seafloor structures to provide evidence of the past plate motions.<br><br><b>Virtual Field Trips</b><br>National Parks - Alaska & Hawaii<br>National Parks - Wyoming, Utah |
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| CONTENT STANDARD / COURSE    |  | Science – Grade 7       |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science |
| OBJECTIVE / EXPECTATION      |  | Human Impacts           |

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| GRADE LEVEL EXPECTATION | S.7.21. | Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.<br><br><b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Coast to Coast<br>Galapagos Islands<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah |
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### West Virginia College and Career Readiness Standards

#### Social Studies

Grade: 7 - Adopted: 2016

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| CONTENT STANDARD / COURSE    | WV.SS.7. | Seventh Grade Standards |
| CONTENT STANDARD / OBJECTIVE | SS.7.C.  | Civics                  |

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| OBJECTIVE / EXPECTATION | SS.7.1. | Classify and compare various forms of government through the Age of Imperialism (e.g., democracy, republic, absolute monarchy, constitutional monarchy, oligarchy, dictatorship, theocracy and parliamentary system).<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome |
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| OBJECTIVE /<br>EXPECTATION         | SS.7.3.  | Compare and contrast the roles, rights and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations. (e.g., ancient civilizations, medieval times, and nation states).                                                                                                                                                                                                                                                                                                                                      |
|                                    |          | <b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome                                                                                                                                                                                                                                                                                                                                                                                    |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.7. | Seventh Grade Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.7.E.  | Economics                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| OBJECTIVE /<br>EXPECTATION         | SS.7.7.  | Summarize and give examples of basic economic terms (e.g., barter, supply, demand, trade, interdependence, currency and scarcity).                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                    |          | <b>Virtual Field Trips</b><br>Exploring Cuba                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| OBJECTIVE /<br>EXPECTATION         | SS.7.12. | Research and investigate how natural resources impact the economy.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|                                    |          | <b>Virtual Field Trips</b><br>Amazon Rainforest - People and Threats - Grades 6-8<br>Canada: Our Northern Neighbor                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.7. | Seventh Grade Standards                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.7.G.  | Geography                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| OBJECTIVE /<br>EXPECTATION         | SS.7.13. | Use correct geographic terminology (e.g., absolute and relative location, latitude, longitude, equator, prime meridian, time zones and physical features of the earth) to draw conclusions about information on a variety of maps, graphs and charts.                                                                                                                                                                                                                                                                                                        |
|                                    |          | <b>Virtual Field Trips</b><br>African Safari<br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8<br>Ancient China - Qin & Han Dynasties<br>Barcelona<br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor<br>Exploring Cuba<br>London - City of Pomp & Majesty<br>National Parks - Alaska & Hawaii<br>National Parks - Nevada, California<br>National Parks - Washington, Oregon, Idaho, Montana, Colorado<br>National Parks - Wyoming, Utah<br>Paris - City of Light - Grades 6 - 8<br>Tokyo - City of Contrasts |

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| OBJECTIVE /<br>EXPECTATION         | SS.7.14. | Identify, locate, and draw conclusions about information on a variety of maps (e.g., seven continents, bodies of water, countries, cities, climate regions, transportation routes and natural resources).<br><br><b>Virtual Field Trips</b><br>Canada: Coast to Coast<br>Canada: Our Northern Neighbor                                                                                                             |
| OBJECTIVE /<br>EXPECTATION         | SS.7.15. | Analyze the impact of cultural diffusion on a variety of regions.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties                                                                                                                                                                                                                                                                         |
| OBJECTIVE /<br>EXPECTATION         | SS.7.16. | Examine and summarize the effects of human/environmental interaction.<br><br><b>Virtual Field Trips</b><br>Amazon Rainforest - Grades 6-8<br>Amazon Rainforest - People and Threats - Grades 6-8                                                                                                                                                                                                                   |
| OBJECTIVE /<br>EXPECTATION         | SS.7.17. | Evaluate the effects of physical geography and the changing nature of the earth's surface on transportation, culture, economic activities and urban areas.<br><br><b>Virtual Field Trips</b><br>Barcelona<br>Canada: Our Northern Neighbor<br>London - City of Pomp & Majesty<br>Paris - City of Light - Grades 6 - 8<br>Tokyo - City of Contrasts                                                                 |
| OBJECTIVE /<br>EXPECTATION         | SS.7.18. | Compare and contrast the geographic factors that contributed to the rise of early civilizations and native cultures.<br><br><b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Egypt - Land of the Pyramids<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Rome - The Eternal City |
| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.7. | Seventh Grade Standards                                                                                                                                                                                                                                                                                                                                                                                            |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.7.H.  | History                                                                                                                                                                                                                                                                                                                                                                                                            |
| OBJECTIVE /<br>EXPECTATION         | SS.7.19. | Demonstrate an understanding of the ancient civilizations.                                                                                                                                                                                                                                                                                                                                                         |

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| GRADE LEVEL<br>EXPECTATION | SS.7.19.a | Identify the leaders and distinguish the basic principles and philosophies of the major religions in the world as they emerged and expanded.                                                                                                                   |
|                            |           | <b>Virtual Field Trips</b><br>Ancient China - Qin & Han Dynasties<br>Ancient China - Shang & Zhou Dynasties<br>Ancient Egypt - Land of the Pharaohs<br>Ancient Greece<br>Ancient Mayan Civilization<br>Ancient Rome<br>Jerusalem - Then and Now (Older Grades) |

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| GRADE LEVEL<br>EXPECTATION | SS.7.19.b. | Identify the contributions and influences of ancient civilizations and categorize the factors that led to their fall (e.g., philosophy, architecture, civics, literature, the arts, science and mathematics). |
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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

|                                    |          |                                                                                              |
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| CONTENT<br>STANDARD /<br>COURSE    | WV.SS.7. | Seventh Grade Standards                                                                      |
| CONTENT<br>STANDARD /<br>OBJECTIVE | SS.7.H.  | History                                                                                      |
| OBJECTIVE /<br>EXPECTATION         | SS.7.21. | Demonstrate an understanding of the impact the Renaissance and Reformation had on the world. |

|                            |           |                                                                                                                                                      |
|----------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE LEVEL<br>EXPECTATION | SS.7.21.a | Summarize the origins and contributions of the Italian Renaissance and its spread throughout Europe (e.g., art, architecture, literature and music). |
|----------------------------|-----------|------------------------------------------------------------------------------------------------------------------------------------------------------|

**Virtual Field Trips**  
 Rome - The Eternal City

**Main Criteria:** West Virginia College and Career Readiness Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 8

**Correlation Options:** Show Correlated

**West Virginia College and Career Readiness Standards**

**Science**

Grade: 8 - Adopted: 2021

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Nature of Science                                    |

GRADE LEVEL  
EXPECTATION

Science is a creative human endeavor which is influenced by social and cultural biases.

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Connecting Concepts                          |

GRADE LEVEL  
EXPECTATION

Recognizing scale, proportion, and quantity

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

GRADE LEVEL  
EXPECTATION

Tracking energy and matter flows, into, out of, and within systems to understand system behavior

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

GRADE LEVEL  
EXPECTATION

Determining the relationships between structure and function

**Virtual Field Trips**

Amazon Rainforest - Grades 6-8

Galapagos Islands

GRADE LEVEL  
EXPECTATION

Studying stability and change

**Virtual Field Trips**

Galapagos Islands

|                              |  |                                                      |
|------------------------------|--|------------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science Indicators Grades 6-8                        |
| CONTENT STANDARD / OBJECTIVE |  | College- and Career-Readiness Indicators for Science |
| OBJECTIVE / EXPECTATION      |  | Science Literacy                                     |

GRADE LEVEL EXPECTATION Identifying scientific issues underlying national and local decisions and expressing positions that are scientifically and technologically informed

**Virtual Field Trips**

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

|                              |  |                                                    |
|------------------------------|--|----------------------------------------------------|
| CONTENT STANDARD / COURSE    |  | Science – Grade 8                                  |
| CONTENT STANDARD / OBJECTIVE |  | LIFE Science                                       |
| OBJECTIVE / EXPECTATION      |  | Growth, Development, and Reproduction of Organisms |

GRADE LEVEL EXPECTATION S.8.2. 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 / COURSE    |  | Science – Grade 8                  |
| CONTENT STANDARD / OBJECTIVE |  | PHYSICAL Science                   |
| OBJECTIVE / EXPECTATION      |  | Structure and Properties of Matter |

GRADE LEVEL EXPECTATION S.8.12. 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 / COURSE    |  | Science – Grade 8       |
| CONTENT STANDARD / OBJECTIVE |  | Earth and Space Science |
| OBJECTIVE / EXPECTATION      |  | Human Impacts           |

|                         |         |                                                                                                                                                           |
|-------------------------|---------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|
| GRADE LEVEL EXPECTATION | S.8.17. | 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

**West Virginia College and Career Readiness Standards**

**Social Studies**

Grade: 8 - Adopted: 2016

|                              |          |                                                                                                                                                                                                                                                                       |
|------------------------------|----------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| CONTENT STANDARD / COURSE    | WV.SS.8. | Eighth Grade Standards                                                                                                                                                                                                                                                |
| CONTENT STANDARD / OBJECTIVE | SS.8.C.  | Civics                                                                                                                                                                                                                                                                |
| OBJECTIVE / EXPECTATION      | SS.8.4.  | Differentiate between the division of powers and responsibilities for each of the executive, legislative and judicial branches of the United States and West Virginia governments, describe the system of checks and balances, and explore local forms of government. |

|                         |           |                                                                                                      |
|-------------------------|-----------|------------------------------------------------------------------------------------------------------|
| GRADE LEVEL EXPECTATION | SS.8.4.f. | Compare and contrast the relationship and function of local, county, state and national governments. |
|-------------------------|-----------|------------------------------------------------------------------------------------------------------|

**Virtual Field Trips**

Washington, DC - Grades 6 - 8