

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

Wisconsin Academic Standards

Science

Grade: K - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM SCI.CC6. Students observe the shape and stability of structures of natural and designed objects are related to their function(s).

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM SCI.ESS2 .B.2. Maps show where things are located. One can map the shapes and kinds of land and water in any area.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM SCI.ESS2 .D.K. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS3.A.	Natural Resources

LEARNING CONTINUUM SCI.ESS3.A.K. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3.C.K. Things people do can affect the environment but they can make choices to reduce their impacts.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2.B.K-2.1. Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials.

Virtual Field Trips

Grade 1 - Life Long Ago

LEARNING CONTINUUM SCI.ETS2.B.K-2.2. Taking natural materials to make things impacts the environment.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3 A.K-2.2.	People have practiced science and engineering for a long time. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

Wisconsin Academic Standards
Social Studies
Grade: K - Adopted: 2018

DOMAIN	WI.SS.Inq :	Social Studies Inquiry Practices and Processes (Inq)
CONTENT STANDARD	SS.Inq5:	Wisconsin students will be civically engaged.
PERFORMANCE STANDARD / LEARNING PRIORITY	Inq5.a:	Civic engagement

DESCRIPTOR / FOCUS AREA	SS.Inq5.a .e.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. <u>Virtual Field Trips</u> Grade 1 - All About Work
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DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH3:	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH3.a:	Social Interactions

DESCRIPTOR / FOCUS AREA	SS.BH3.a .2.	Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a :	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA	SS.Econ1 .a.1.	Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country. <u>Virtual Field Trips</u> Grade 1 - All About Work
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c :	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA SS.Econ2.c.2. Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.

Virtual Field Trips
Grade 1 - All About Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.1. Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

Virtual Field Trips
Grade 1 - All About Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 4:	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ4.b :	Institutions

DESCRIPTOR / FOCUS AREA SS.Econ4.b.1. Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

Virtual Field Trips
Grade 1 - All About Work

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.1-2.	Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. Virtual Field Trips Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.K-1.	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.2.	Describe population changes in their community over time. Virtual Field Trips Grade 1 - The Earth Around Us
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.1.	Identify and explain differences between rural and urban areas. Virtual Field Trips Grade 1 - The Earth Around Us Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place
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DESCRIPTOR / FOCUS AREA SS.Geog 4.a.2. Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA SS.Geog 5.a.1. Provide examples of human changes to the environment surrounding the school or neighborhood.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA SS.Geog 5.b.2. Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.a.e. Identify patterns of what stayed the same to self, family, and community over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist.	History (Hist)
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CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2. Identify patterns of change to self, family, and community over time.
b.e.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2. Explain how something happening outside of your home can affect your family.
c.e.

Virtual Field Trips

Grade 1 - Families and Neighbors

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA SS.PS1.a Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
.K-1.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 1 - Life Long Ago

Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA SS.PS1.b Compare contributions of two or more influential people related to the founding of the United States.
.1-2.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

DOMAIN	WI.SS.PS.	Political Science (PS)
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CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c .1-2. Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c .1. Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Washington, DC - Grades K - 5

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

Wisconsin Academic Standards

Science

Grade: 1 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM SCI.CC4. K-2. Students understand objects and organisms can be described in terms of their parts and that systems in the natural and designed world have parts that work together.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM SCI.CC6. K-2. Students observe the shape and stability of structures of natural and designed objects are related to their function(s).

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM SCI.CC7. K-2. Students observe some things stay the same while other things change, and things may change slowly or rapidly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS.1.C.	Organization for Matter and Energy Flow in Organisms

LEARNING CONTINUUM SCI.LS.1.C.K. Animals obtain food they need from plants or other animals. Plants need water and light.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS.2.A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM SCI.LS.2.A.2. Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 1.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's place in the universe to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 1.C.	The History of Planet Earth

LEARNING CONTINUUM SCI.ESS1.C.2. Some events on Earth occur very quickly; others can occur very slowly.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2.B.2.	Maps show where things are located. One can map the shapes and kinds of land and water in any area. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2.C.2.	Water is found in many types of places and in different forms on Earth. Virtual Field Trips Grade 2 - Land and Water Around Us
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.K.	Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.K.	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us
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DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards

LEARNING CONTINUUM SCI.ESS3 .B.K. In a region, some kinds of severe weather are more likely than others. Forecasts allow communities to prepare for severe weather.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3 .C.K. Things people do can affect the environment but they can make choices to reduce their impacts.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2 .B.K-2.1. Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials.

Virtual Field Trips

Grade 1 - Life Long Ago

LEARNING CONTINUUM SCI.ETS2 .B.K-2.2. Taking natural materials to make things impacts the environment.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3.A.K-2.2.	People have practiced science and engineering for a long time. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

**Wisconsin Academic Standards
Social Studies
Grade: 1 - Adopted: 2018**

DOMAIN	WI.SS.Inq	Social Studies Inquiry Practices and Processes (Inq)
CONTENT STANDARD	SS.Inq5:	Wisconsin students will be civically engaged.
PERFORMANCE STANDARD / LEARNING PRIORITY	Inq5.a:	Civic engagement

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.e.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. <u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money
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DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.b:	Cultural patterns

DESCRIPTOR / FOCUS AREA	SS.BH2.b.1.	Understand ways people change and adapt to new situations in places and within a family. <u>Virtual Field Trips</u> Grade 2 - Living Together
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DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH3:	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH3.a:	Social Interactions

DESCRIPTOR / FOCUS AREA	SS.BH3.a.2.	Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?). <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a :	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA SS.Econ1.a.1. Differentiate between a “want” and a “need”. Describe resources that are important or useful to you, your family, community, and country.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.a :	Consumers, Producers, and Markets

DESCRIPTOR / FOCUS AREA SS.Econ2.a.1. Differentiate between buyers (consumers) and sellers (producers).

Virtual Field Trips

Grade 2 - Work and Money

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c :	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA SS.Econ2.c.2. Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money

DESCRIPTOR / FOCUS AREA	SS.Econ3 b.1.	Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ4:	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ4.b:	Institutions

DESCRIPTOR / FOCUS AREA	SS.Econ4.b.1.	Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people. Virtual Field Trips Grade 1 - All About Work Grade 2 - Work and Money
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ5:	Wisconsin students will assess economic interdependence of regions and countries through trade.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ5.a:	Specialization, Trade, and Interdependence

DESCRIPTOR / FOCUS AREA	SS.Econ5.a.2.	Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country. Virtual Field Trips Grade 2 - Work and Money
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA	SS.Geog1.a.1.	Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task. Virtual Field Trips Grade 2 - Land and Water Around Us
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1. b:	Spatial Thinking (map interpretation)
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DESCRIPTOR / FOCUS AREA SS.Geog 1.b.1-2. Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Paris - City of Light - Grades K - 5

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2. a:	Population and Place

DESCRIPTOR / FOCUS AREA SS.Geog 2.a.K-1. Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Paris - City of Light - Grades K - 5

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2. c:	Impact of Movement

DESCRIPTOR / FOCUS AREA SS.Geog 2.c.2. Describe population changes in their community over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2. d:	Urbanization

DESCRIPTOR / FOCUS AREA SS.Geog 2.d.1. Identify and explain differences between rural and urban areas.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Living Together

Paris - City of Light - Grades K - 5

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA SS.Geog 4.a.2. Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA SS.Geog 5.a.1. Provide examples of human changes to the environment surrounding the school or neighborhood.

Virtual Field Trips

Grade 1 - Families and Neighbors

Grade 1 - The Earth Around Us

Grade 2 - Living Together

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA SS.Geog 5.b.2. Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. a.e.	Identify patterns of what stayed the same to self, family, and community over time. Virtual Field Trips Grade 1 - The Earth Around Us
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DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.e.	Identify patterns of change to self, family, and community over time. Virtual Field Trips Grade 1 - Life Long Ago Grade 1 - The Earth Around Us
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DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA	SS.Hist2. c.e.	Explain how something happening outside of your home can affect your family. Virtual Field Trips Grade 1 - Families and Neighbors Grade 2 - Living Together
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DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA	SS.PS1.a .K-1.	Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community. Virtual Field Trips Grade 1 - Let's Learn About the Government Grade 1 - Life Long Ago Grade 2 - Living Together Grade 2 - Our Government At Work Washington, DC - Grades K - 5
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DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.

PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States
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DESCRIPTOR / FOCUS AREA SS.PS1.b .1-2. Compare contributions of two or more influential people related to the founding of the United States.

Virtual Field Trips

Grade 1 - Let's Learn About the Government

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c .1-2. Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.b:	Linkage Institutions

DESCRIPTOR / FOCUS AREA SS.PS3.b .e. Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).

Virtual Field Trips

Grade 2 - Our Government At Work

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c .1. Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

Washington, DC - Grades K - 5

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

Wisconsin Academic Standards

Science

Grade: 2 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1. K-2. Students recognize that patterns in the natural and human designed world can be observed, used to describe phenomena, and used as evidence.

Virtual Field Trips

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM SCI.CC3. K-2. Students use relative scales (e.g., bigger and smaller; hotter and colder; faster and slower) to describe objects. They use standard units to measure length.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM SCI.CC4. K-2. Students understand objects and organisms can be described in terms of their parts and that systems in the natural and designed world have parts that work together.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM SCI.CC6. K-2. Students observe the shape and stability of structures of natural and designed objects are related to their function(s).

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM SCI.CC7. K-2. Students observe some things stay the same while other things change, and things may change slowly or rapidly.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 4.	Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 4.A.	Analyze and Interpret Data – Students collect, record, and share observations. This includes the following:

LEARNING CONTINUUM SCI.SEP 4.A.K-2.3. Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems.

Virtual Field Trips

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. A.	Structure and Function

LEARNING CONTINUUM SCI.LS1. A.1. All organisms have external parts that they use to perform daily functions.

Virtual Field Trips

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[How Coral Reefs Are Formed](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	☐Growth and Development of Organisms

LEARNING CONTINUUM SCI.LS1. B.1. Parents and offspring often engage in behaviors that help the offspring survive.

Virtual Field Trips

[African Safari](#)

[Who Lives On a Coral Reef?](#)

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. C.	☐Organization for Matter and Energy Flow in Organisms

LEARNING CONTINUUM SCI.LS1. C.K. Animals obtain food they need from plants or other animals. Plants need water and light.

Virtual Field Trips

[African Safari](#)

[Amazon Rainforest - Grades 2-5](#)

[Grade 2 - Land and Water Around Us](#)

[The Sahara Desert](#)

[Who Lives On a Coral Reef?](#)

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. D.	Information Processing
LEARNING CONTINUUM	SCI.LS1. D.1.	Animals sense and communicate information and respond to inputs with behaviors that help them grow and survive. Virtual Field Trips Amazon Rainforest - Grades 2-5 Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems
LEARNING CONTINUUM	SCI.LS2. A.2.	Plants depend on water and light to grow. Plants depend on animals for pollination or to move their seeds around. Virtual Field Trips Grade 2 - Land and Water Around Us
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS3. A.	Inheritance of Traits
LEARNING CONTINUUM	SCI.LS3. A.1.	Young organisms are very much, but not exactly, like their parents, and also resemble other organisms of the same kind. Virtual Field Trips How Coral Reefs Are Formed
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS3. B.	Variation of Traits

LEARNING CONTINUUM	SCI.LS3.B.1.	Individuals of the same kind of plant or animal are recognizable as similar, but can also vary in many ways. Virtual Field Trips How Coral Reefs Are Formed
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans

LEARNING CONTINUUM	SCI.LS4.D.2.	There are many different kinds of living things in any area, and they exist in different places on land and in water. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS4.C.	Information Technologies and Instrumentation

LEARNING CONTINUUM	SCI.PS4.C.1.	People use devices to send and receive information. Virtual Field Trips Grade 3 - Geography of Our Communities
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 1.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's place in the universe to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 1.C.	The History of Planet Earth

LEARNING CONTINUUM	SCI.ESS1.C.2.	Some events on Earth occur very quickly; others can occur very slowly. Virtual Field Trips Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM SCI.ESS2 .A.2. Wind and water change the shape of the land.

Virtual Field Trips

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM SCI.ESS2 .B.2. Maps show where things are located. One can map the shapes and kinds of land and water in any area.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM SCI.ESS2 .C.2. Water is found in many types of places and in different forms on Earth.

Virtual Field Trips

Grade 2 - Land and Water Around Us

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM SCI.ESS2 .D.K. Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region and time. People record weather patterns over time.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.E.	Biogeology

LEARNING CONTINUUM SCI.ESS2 .E.K. Plants and animals can change their local environment.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM SCI.ESS3 .A.K. Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards
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LEARNING CONTINUUM SCI.ESS3 .B.K. In a region, some kinds of severe weather are more likely than others. Forecasts allow communities to prepare for severe weather.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3 .C.K. Things people do can affect the environment but they can make choices to reduce their impacts.

Virtual Field Trips

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2 .B.K-2.1. Every human-made product is designed by applying some knowledge of the natural world and is built by using natural materials.

Virtual Field Trips

Grade 1 - Life Long Ago

Grade 3 - Geography of Our Communities

LEARNING CONTINUUM SCI.ETS2 .B.K-2.2. Taking natural materials to make things impacts the environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 1 - Life Long Ago

Grade 1 - The Earth Around Us

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3 A.K-2.2.	People have practiced science and engineering for a long time. <u>Virtual Field Trips</u> Grade 1 - Life Long Ago Grade 1 - The Earth Around Us

Wisconsin Academic Standards
Social Studies
Grade: 2 - Adopted: 2018

DOMAIN	WI.SS.Inq	Social Studies Inquiry Practices and Processes (Inq)
CONTENT STANDARD	SS.Inq5:	Wisconsin students will be civically engaged.
PERFORMANCE STANDARD / LEARNING PRIORITY	Inq5.a:	Civic engagement

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.e.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.
		<u>Virtual Field Trips</u> Grade 1 - All About Work Grade 2 - Work and Money

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a.K-1.	Describe how groups of people are alike and different.
		<u>Virtual Field Trips</u> Grade 3 - A Country of Cultures

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.b:	Cultural patterns

DESCRIPTOR / FOCUS AREA	SS.BH2.b.1.	Understand ways people change and adapt to new situations in places and within a family.
		<u>Virtual Field Trips</u> Grade 2 - Living Together

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH3:	Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH3.a:	Social Interactions

DESCRIPTOR / FOCUS AREA SS.BH3.a.2. Compare a belief in one culture to one in a different culture (e.g., How do people in a different country celebrate their birthday?).

Virtual Field Trips

Jerusalem - Then and Now (Younger Grades)

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a :	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA SS.Econ1.a.1. Differentiate between a "want" and a "need". Describe resources that are important or useful to you, your family, community, and country.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.a :	Consumers, Producers, and Markets

DESCRIPTOR / FOCUS AREA SS.Econ2.a.1. Differentiate between buyers (consumers) and sellers (producers).

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.b :	Supply, Demand, and Competition

DESCRIPTOR / FOCUS AREA	SS.Econ2 .b.2.	Define product market and categorize prices of products in a local market. Virtual Field Trips Grade 3 - Businesses At Work
DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c:	Firm/Business Behavior and Costs of Production

DESCRIPTOR /
FOCUS AREA

SS.Econ2
.c.2.

Predict how producers use the factors of production (i.e., land, labor, human and physical capital, and entrepreneurship) to make goods, deliver services, and earn profits.

Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - Businesses At Work
Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.a:	Economic Indicators

DESCRIPTOR /
FOCUS AREA

SS.Econ3
.a.1.

Identify the cost of everyday goods (e.g., milk, bread, fruit, vegetables, cheese).

Virtual Field Trips
Grade 3 - Businesses At Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b:	Money

DESCRIPTOR /
FOCUS AREA

SS.Econ3
.b.1.

Categorize types of money (e.g., coins, bills), and explain why money is used. Formulate reasons why people save.

Virtual Field Trips
Grade 1 - All About Work
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ4:	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).

PERFORMANCE STANDARD / LEARNING PRIORITY	Econ4.b :	Institutions
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DESCRIPTOR / FOCUS AREA SS.Econ 4.b.1. Classify different jobs people have and how these jobs help others. Explain what major public, private, and tribal institutions (e.g., schools, police, fire station) do for people.

Virtual Field Trips

Grade 1 - All About Work

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 5:	Wisconsin students will assess economic interdependence of regions and countries through trade.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ5.a :	Specialization, Trade, and Interdependence

DESCRIPTOR / FOCUS AREA SS.Econ 5.a.2. Investigate how people can benefit themselves and others by developing special skills and strengths. Hypothesize why people in one country trade goods with people in another country.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog 1.a.1. Recognize the difference between maps (paper or digital) and globes, and why someone might choose one over the other for a given task.

Virtual Field Trips

Grade 2 - Land and Water Around Us

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.1-2.	Identify physical and human characteristics of a place using maps, graphs, photographs, and other representations. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5 The Sahara Desert
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.K-1.	Analyze where and why people live in certain places. Classify the local community as rural, suburban, urban, or tribal. Virtual Field Trips Grade 1 - Families and Neighbors Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.2.	Describe population changes in their community over time. Virtual Field Trips Grade 1 - The Earth Around Us
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.1.	Identify and explain differences between rural and urban areas. Virtual Field Trips Grade 1 - The Earth Around Us Grade 2 - Living Together Grade 3 - Geography of Our Communities Paris - City of Light - Grades K - 5
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.2.	Categorize characteristics of the local community (e.g., weather/climate, population, landforms, vegetation, culture, industry). Describe how certain places have meanings that distinguish them from other places. (e.g., shopping mall, park, places of worship).
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Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 3 - Geography of Our Communities

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA	SS.Geog 5.a.1.	Provide examples of human changes to the environment surrounding the school or neighborhood.
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Virtual Field Trips
Grade 1 - Families and Neighbors
Grade 1 - The Earth Around Us
Grade 2 - Living Together
Grade 3 - Geography of Our Communities
Grade 3 - How The Country Was Settled
Grade 3 - The First Americans

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.2.	Identify natural resources (e.g., fertile soil, forests, mining) of a place and provide examples of how those resources are used.
		<u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Grade 1 - The Earth Around Us Grade 2 - Land and Water Around Us Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA SS.Hist1.a.e. Identify one or more causes of an event, issue, or problem.

Virtual Field Trips
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA SS.Hist1.b.e. Identify one or more effects of an event, issue, or problem.

Virtual Field Trips
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.a.e. Identify patterns of what stayed the same to self, family, and community over time.

Virtual Field Trips
 Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time
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DESCRIPTOR / FOCUS AREA SS.Hist2. Identify patterns of change to self, family, and community over time.
b.e.

Virtual Field Trips
Grade 1 - Life Long Ago
Grade 1 - The Earth Around Us

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2. Explain how something happening outside of your home can affect your family.
c.e.

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

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA SS.PS1.a Describe symbols, songs, and traditions that identify our state and country. Assess the importance of rules and laws at home, in school, and in the community.
.K-1.

Virtual Field Trips
Grade 1 - Let's Learn About the Government
Grade 1 - Life Long Ago
Grade 2 - Living Together
Grade 2 - Our Government At Work
Grade 3 - How Government Helps Our Communities
Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA SS.PS1.b Compare contributions of two or more influential people related to the founding of the United States.
.1-2.

Virtual Field Trips
Grade 1 - Let's Learn About the Government

DOMAIN	WI.SS.PS.	Political Science (PS)
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CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.a:	Civil Rights and Civil Liberties

DESCRIPTOR / FOCUS AREA SS.PS2.a .1-2. Compare rights and responsibilities within the classroom, school, and community. Classify basic rights that all humans have (i.e., life, liberty, safety).

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.b:	Fundamentals of Citizenship

DESCRIPTOR / FOCUS AREA SS.PS2.b .2. Summarize situations where individuals have rights, freedoms, and equality. Develop an opinion about an issue in your school or community.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c .1-2. Identify groups within school, community, or society and compare their rights and responsibilities (e.g., student/teacher). Investigate ways in which people and groups can influence decision makers in school, their communities, states, or country (i.e., voting, running for office, participating in meetings).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.b:	Linkage Institutions

DESCRIPTOR / FOCUS AREA SS.PS3.b .e. Identify different types of media and sources. Explain why we have elections. Summarize basic roles of civic institutions (e.g., school, home, family, community).

Virtual Field Trips

Grade 2 - Our Government At Work

DOMAIN	WI.SS.PS.	Political Science (PS)
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CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c Compare basic political institutions (e.g., what a government is and how it differs at the city, state, tribal, country, and global level), and the roles they serve in their lives and in the lives of others (e.g., make laws, create order).

Virtual Field Trips

Grade 1 - Let's Learn About the Government

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

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

Wisconsin Academic Standards

Science

Grade: 3 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1. 3-5. Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2. 3-5. Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM	SCI.CC3. 3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.
Virtual Field Trips Amazon Rainforest - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4. 3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5. 3-5.	Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC.6.3-5.	Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC.7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC.7.3-5.	Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS.1.A.	Structure and Function

LEARNING CONTINUUM	SCI.LS.1.A.4.	Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	■Growth and Development of Organisms

LEARNING CONTINUUM SCI.LS1. B.3. Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. D.	■Information Processing

LEARNING CONTINUUM SCI.LS1. D.4. Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM SCI.LS2. A.5. The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems
LEARNING CONTINUUM	SCI.LS2. B.5.	Matter cycles between the air and soil and among organisms as they live and die. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. C.	Ecosystem Dynamics, Functioning, and Resilience
LEARNING CONTINUUM	SCI.LS2. C.3.	When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us The Sahara Desert
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. D.	Social Interactions and Group Behavior
LEARNING CONTINUUM	SCI.LS2. D.3.	Being part of a group helps animals obtain food, defend themselves, and cope with changes. <u>Virtual Field Trips</u> African Safari Amazon Rainforest - Grades 2-5 How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation
LEARNING CONTINUUM	SCI.LS4.C.3.	Particular organisms can only survive in particular environments. 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?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans
LEARNING CONTINUUM	SCI.LS4.D.3.	Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us How Coral Reefs Are Formed Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS4.C.	Information Technologies and Instrumentation
LEARNING CONTINUUM	SCI.PS4.C.4.	Patterns can encode, send, receive, and decode information. Virtual Field Trips Grade 3 - Geography of Our Communities
DOMAIN	WI.SCI.	Science

CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM SCI.ESS2 Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Today

Grade 4 - Southwest Region Early Beginnings

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM SCI.ESS2 Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Galapagos Islands

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2.C.5.	Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground. Virtual Field Trips Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Landforms
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed. Virtual Field Trips Amazon Rainforest - Grades 2-5 Grade 2 - Land and Water Around Us Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography The Sahara Desert
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.E.	Biogeology

LEARNING CONTINUUM	SCI.ESS2.E.4.	Living things can affect the physical characteristics of their environment. Virtual Field Trips Grade 3 - Geography of Our Communities
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 2 - Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - 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		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards

LEARNING CONTINUUM	SCI.ESS3.B.3,4.	A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.
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Virtual Field Trips
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Geography
Grade 4 - West Region Landforms

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM	SCI.ESS3.C.5.	Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments.
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Virtual Field Trips
Amazon Rainforest - People and Threats - Grades 2-5
Galapagos Islands
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.A.	Interdependence of Science, Engineering, and Technology
LEARNING CONTINUUM	SCI.ETS2 A.3-5.1.	Science and technology support each other. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
LEARNING CONTINUUM	SCI.ETS2 A.3-5.2.	Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World
LEARNING CONTINUUM	SCI.ETS2 B.3-5.1.	People's needs and wants change over time, as do their demands for new and improved technologies. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
LEARNING CONTINUUM	SCI.ETS2 B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
LEARNING CONTINUUM	SCI.ETS2 B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another. <u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
DOMAIN	WI.SCI.	Science

CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3 .A.3-5.1.	Science and engineering knowledge have been created by many cultures. Virtual Field Trips Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings
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LEARNING CONTINUUM	SCI.ETS3 .A.3-5.3.	Science and engineering affect everyday life. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3 .B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. Virtual Field Trips Galapagos Islands
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LEARNING CONTINUUM	SCI.ETS3 .B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.C.	Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.
		<u>Virtual Field Trips</u> Galapagos Islands

Wisconsin Academic Standards

Social Studies

Grade: 3 - Adopted: 2018

DOMAIN	WI.SS.Inq	Social Studies Inquiry Practices and Processes (Inq)
CONTENT STANDARD	SS.Inq5:	Wisconsin students will be civically engaged.
PERFORMANCE STANDARD / LEARNING PRIORITY	Inq5.a:	Civic engagement

DESCRIPTOR / FOCUS AREA SS.Inq5.a.i. Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications.

Virtual Field Trips
Grade 2 - Work and Money

DOMAIN	WI.SS.BH	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA SS.BH2.a.4-5. Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.

Virtual Field Trips
Grade 2 - Work and Money
Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a:	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA SS.Econ1.a.3. Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).

Virtual Field Trips
Grade 3 - Businesses At Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
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CONTENT STANDARD	SS.Econ 2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.a :	Consumers, Producers, and Markets

DESCRIPTOR / FOCUS AREA SS.Econ2.a.3-4. Compare two product markets found in the local community. Differentiate between goods and services.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.b :	Supply, Demand, and Competition

DESCRIPTOR / FOCUS AREA SS.Econ2.b.4-5. Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.

Virtual Field Trips

Grade 3 - Businesses At Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c :	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA SS.Econ2.c.3. Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.5. Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

Virtual Field Trips

Grade 2 - Work and Money

Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 4:	Wisconsin students will evaluate government decisions and their impact on individuals, businesses, markets, and resources (Role of Government).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ4.c:	Role of Government

DESCRIPTOR / FOCUS AREA SS.Econ 4.c.5. Discuss reasons a government taxes people.

Virtual Field Trips

Grade 2 - Work and Money

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog 1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog 1.a.4-5. Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 3 - Geography of Our Communities

Grade 4 - Northeast

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog 1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA SS.Geog 1.b.i. Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

Virtual Field Trips

Grade 2 - Land and Water Around Us

Grade 4 - Northeast

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog 2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.3.	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
		<u>Virtual Field Trips</u> Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography Paris - City of Light - Grades K - 5

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA	SS.Geog 2.b.5.	Investigate push and pull factors of movement in their community, state, country, and world.
		<u>Virtual Field Trips</u> Grade 2 - Our Government At Work Grade 3 - A Country of Cultures Grade 3 - How The Country Was Settled Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.5.	Describe population changes in their state, and country over time.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Geography

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.4-5.	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.
Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR / FOCUS AREA	SS.Geog 3.a.5.	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
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Virtual Field Trips
 Amazon Rainforest - Grades 2-5
 Grade 2 - Land and Water Around Us
 Grade 3 - A Country of Cultures
 Grade 3 - Geography of Our Communities
 Grade 3 - The First Americans
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Northeast
 Grade 4 - Southeast Region of the U.S.
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - Southwest Region Today
 Grade 4 - West Region Geography
 Grade 4 - West Region Today

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA	SS.Geog 3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
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Virtual Field Trips
 Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.4.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
Virtual Field Trips Grade 2 - Living Together Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Northeast		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA	SS.Geog 5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 3 - Geography of Our Communities

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.5.	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Grade 2 - Land and Water Around Us
Grade 3 - A Country of Cultures
Grade 3 - Geography of Our Communities
Grade 3 - The First Americans
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Geography
Grade 4 - West Region Today

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.

PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause
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DESCRIPTOR / FOCUS AREA SS.Hist1.a.i. Use evidence to draw conclusions about probable causes of historical events, issues, and problems.

Virtual Field Trips
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA SS.Hist1.b.i. Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

Virtual Field Trips
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Rome - The Eternal City

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.b.i. Describe patterns of change over time in the community, state, and the United States.

Virtual Field Trips
 Grade 2 - Early Americans
 Grade 3 - How The Country Was Settled
 Grade 3 - The First Americans
 Grade 4 - Midwest Region Early Beginnings
 Grade 4 - Midwest Region Today
 Grade 4 - Northeast
 Grade 4 - Southwest Region Early Beginnings
 Grade 4 - West Region Early Beginnings
 Grade 4 - West Region Today
 Washington, DC - Grades K - 5

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2.b.i. Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.

Virtual Field Trips

Grade 2 - Early Americans

Grade 3 - The First Americans

Grade 4 - Northeast

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist3:	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist3.b:	Perspective

DESCRIPTOR / FOCUS AREA SS.Hist3.b.i. Identify different historical perspectives regarding people and events in the past.

Virtual Field Trips

Grade 4 - Northeast

Grade 4 - West Region Geography

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA SS.PS1.a.i. Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.

Virtual Field Trips

Grade 2 - Living Together

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Grade 3 - The First Americans

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA	SS.PS1.b .4-5.	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
Virtual Field Trips Grade 2 - Early Americans Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.a:	Civil Rights and Civil Liberties

DESCRIPTOR / FOCUS AREA	SS.PS2.a .i.	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.b:	Fundamentals of Citizenship

DESCRIPTOR / FOCUS AREA	SS.PS2.b .5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
Virtual Field Trips Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA	SS.PS2.c .4-5.	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.
Virtual Field Trips Grade 2 - Our Government At Work Washington, DC - Grades K - 5		

DOMAIN	WI.SS.PS.	Political Science (PS)
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CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.a:	Political Participation

DESCRIPTOR / FOCUS AREA SS.PS3.a Investigate reasons why citizens participate in elections. Identify their role in government at the local, state, tribal, and federal levels.

Virtual Field Trips

Grade 2 - Our Government At Work

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.b:	Linkage Institutions

DESCRIPTOR / FOCUS AREA SS.PS3.b Provide examples of how various types of media are used in elections and government. Compare and contrast the multiple roles people play in elections. Analyze the roles civic institutions play in their lives, their community and beyond (e.g., schools, community groups, religious institutions).

Virtual Field Trips

Grade 2 - Our Government At Work

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

Virtual Field Trips

Grade 2 - Our Government At Work

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

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

Wisconsin Academic Standards

Science

Grade: 4 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1.3-5. Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2.3-5. Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM	SCI.CC3. 3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.
Virtual Field Trips Amazon Rainforest - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4. 3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.
Virtual Field Trips Amazon Rainforest - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5. 3-5.	Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC.6. 3-5.	Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC.7 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC.7. 3-5.	Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. A.	Structure and Function

LEARNING CONTINUUM	SCI.LS1. A.4.	Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	□Growth and Development of Organisms
LEARNING CONTINUUM	SCI.LS1. B.3.	Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles. Virtual Field Trips Galapagos Islands Grade 4 - West Region Geography How Coral Reefs Are Formed
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. D.	□Information Processing
LEARNING CONTINUUM	SCI.LS1. D.4.	Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions. Virtual Field Trips Grade 4 - West Region Geography Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems
LEARNING CONTINUUM	SCI.LS2. A.5.	The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems
LEARNING CONTINUUM	SCI.LS2. B.5.	Matter cycles between the air and soil and among organisms as they live and die. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. C.	Ecosystem Dynamics, Functioning, and Resilience
LEARNING CONTINUUM	SCI.LS2. C.3.	When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Galapagos Islands National Parks - Alaska & Hawaii The Sahara Desert
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. D.	Social Interactions and Group Behavior
LEARNING CONTINUUM	SCI.LS2. D.3.	Being part of a group helps animals obtain food, defend themselves, and cope with changes. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Canada: Coast to Coast How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation
LEARNING CONTINUUM	SCI.LS4.C.3.	Particular organisms can only survive in particular environments. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans
LEARNING CONTINUUM	SCI.LS4.D.3.	Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Galapagos Islands How Coral Reefs Are Formed National Parks - Washington, Oregon, Idaho, Montana, Colorado Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS1 .	Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS1.B.	Chemical Reactions

LEARNING CONTINUUM	SCI.PS1.B.5.1.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.PS1.B.5.2.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS4.C.	Information Technologies and Instrumentation

LEARNING CONTINUUM	SCI.PS4.C.4.	Patterns can encode, send, receive, and decode information. Virtual Field Trips Grade 3 - Geography of Our Communities
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM	SCI.ESS2.A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. Virtual Field Trips Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions
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LEARNING CONTINUUM SCI.ESS2.B.4. Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

Grade 4 - West Region Today

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM SCI.ESS2.C.5. Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography National Parks - Nevada, California The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.E.	Biogeology

LEARNING CONTINUUM	SCI.ESS2.E.4.	Living things can affect the physical characteristics of their environment.
		Virtual Field Trips Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards

LEARNING CONTINUUM SCI.ESS3.B.3,4. A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.

Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

Grade 4 - West Region Landforms

National Parks - Alaska & Hawaii

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

National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3.C.5. Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Galapagos Islands

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.A.	Interdependence of Science, Engineering, and Technology

LEARNING CONTINUUM SCI.ETS2.A.3-5.1. Science and technology support each other.

Virtual Field Trips

Grade 3 - Geography of Our Communities

LEARNING CONTINUUM SCI.ETS2.A.3-5.2. Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies.

Virtual Field Trips

Grade 3 - Geography of Our Communities

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2 .B.3-5.1. People's needs and wants change over time, as do their demands for new and improved technologies.

Virtual Field Trips

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

LEARNING CONTINUUM SCI.ETS2 .B.3-5.2. Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Ancient China - Qin & Han Dynasties

Ancient China - Shang & Zhou Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 3 - Geography of Our Communities

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

LEARNING CONTINUUM SCI.ETS2 .B.3-5.3. When new technologies become available, they can bring about changes in the way people live and interact with one another.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.3-5.1.	Science and engineering knowledge have been created by many cultures. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Grade 3 - Geography of Our Communities Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.C.	Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence.
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Virtual Field Trips
Galapagos Islands
National Parks - Wyoming, Utah

Wisconsin Academic Standards
Social Studies
Grade: 4 - Adopted: 2018

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a.4-5.	Compare how people from different cultures solve common problems, such as distribution of food, shelter, and social interactions.
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Virtual Field Trips
Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ1:	Wisconsin students use economic reasoning to understand issues.
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ1.a:	Choices and Decision-Making

DESCRIPTOR / FOCUS AREA	SS.Econ1.a.3.	Use economic reasoning to compare and contrast the costs and benefits of a decision. Categorize different limited resources (e.g., money, materials, time, labor/workers, land, natural resources, renewable or non-renewable).
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Virtual Field Trips
Grade 3 - Businesses At Work

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.a:	Consumers, Producers, and Markets

DESCRIPTOR / FOCUS AREA	SS.Econ2.a.3-4.	Compare two product markets found in the local community. Differentiate between goods and services.
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Virtual Field Trips
Grade 3 - I Am a Consumer

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).

PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.b :	Supply, Demand, and Competition
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DESCRIPTOR / FOCUS AREA SS.Econ2.b.4-5. Assess the roles of consumers (demand), producers (supply), prices, non-price factors (e.g., drought or a fad item), and competition in the product market.

Virtual Field Trips

Grade 3 - Businesses At Work

DOMAIN	Wi.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ2:	Wisconsin students will analyze how decisions are made and interactions occur among individuals, households, and firms/businesses (Microeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ2.c :	Firm/Business Behavior and Costs of Production

DESCRIPTOR / FOCUS AREA SS.Econ2.c.3. Compare the skills and knowledge required to produce certain goods and services. Provide an example of the factors of production (i.e., land, labor, capital, entrepreneurship) for a given product.

Virtual Field Trips

Grade 3 - Businesses At Work

Grade 3 - I Am a Consumer

DOMAIN	Wi.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.5. Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

Virtual Field Trips

Barcelona

Grade 3 - I Am a Consumer

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA	SS.Geog 1.a.4-5.	Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 3 - Geography of Our Communities Grade 4 - Northeast The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.i.	Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.
		<u>Virtual Field Trips</u> Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Northeast The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.3.	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
		<u>Virtual Field Trips</u> Barcelona Grade 3 - Geography of Our Communities Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move
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DESCRIPTOR / FOCUS AREA SS.Geog 2.b.5. Investigate push and pull factors of movement in their community, state, country, and world.

Virtual Field Trips
Grade 3 - A Country of Cultures
Grade 3 - How The Country Was Settled
Grade 4 - Northeast

DOMAIN	Wl.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA SS.Geog 2.c.5. Describe population changes in their state, and country over time.

Virtual Field Trips
Grade 4 - Northeast
Grade 4 - West Region Geography

DOMAIN	Wl.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA SS.Geog 2.d.4-5. Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country.

Virtual Field Trips
Grade 3 - Geography of Our Communities
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Today
Grade 4 - West Region Today
Washington, DC - Grades K - 5

DOMAIN	Wl.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR / FOCUS AREA	SS.Geog 3.a.5.	Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Canada: Our Northern Neighbor Grade 3 - A Country of Cultures Grade 3 - Geography of Our Communities Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southeast Region of the U.S. Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Today		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA	SS.Geog 3.b.4.	Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.
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Virtual Field Trips

Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.4.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
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Virtual Field Trips

Grade 3 - Geography of Our Communities

Grade 3 - How The Country Was Settled

Grade 3 - The First Americans

Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA	SS.Geog 5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
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Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 2-5

Grade 3 - Geography of Our Communities

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.5.	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
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Virtual Field Trips

Amazon Rainforest - Grades 2-5

Canada: Our Northern Neighbor

Grade 3 - A Country of Cultures

Grade 3 - Geography of Our Communities

Grade 3 - The First Americans

Grade 4 - Midwest Region Early Beginnings

Grade 4 - Northeast

Grade 4 - Southeast Region of the U.S.

Grade 4 - Southwest Region Early Beginnings

Grade 4 - Southwest Region Today

Grade 4 - West Region Geography

Grade 4 - West Region Today

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA SS.Hist1.a.i. Use evidence to draw conclusions about probable causes of historical events, issues, and problems.

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

DOMAIN	WI.SS.Hist1.a.i.	History (Hist)
CONTENT STANDARD	SS.Hist1.a.i.	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA SS.Hist1.b.i. Use evidence to draw conclusions about probable effects of historical events, issues, and problems.

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

DOMAIN	WI.SS.Hist1.b.i.	History (Hist)
CONTENT STANDARD	SS.Hist2.b.i.	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Describe patterns of change over time in the community, state, and the United States. Virtual Field Trips Grade 3 - How The Country Was Settled Grade 3 - The First Americans Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity. Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Grade 3 - The First Americans Grade 4 - Northeast
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DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist3 :	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist3.b:	Perspective

DESCRIPTOR / FOCUS AREA	SS.Hist3. b.i.	Identify different historical perspectives regarding people and events in the past. Virtual Field Trips Canada: Our Northern Neighbor Grade 4 - Northeast Grade 4 - West Region Geography
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DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.a:	Values & Principles of American Constitutional Democracy

DESCRIPTOR / FOCUS AREA	SS.PS1.a .i.	Differentiate between majority rule and minority rights (as a function of a democratic republic). Hypothesize why laws and constitutions exist.
Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA	SS.PS1.b .4-5.	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
Virtual Field Trips Grade 3 - How The Country Was Settled Grade 4 - Midwest Region Early Beginnings		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.a:	Civil Rights and Civil Liberties

DESCRIPTOR / FOCUS AREA	SS.PS2.a .i.	Investigate examples of rights and responsibilities, including the Declaration of Independence, Constitution, Bill of Rights and the Universal Declaration of Human Rights, which individuals possess within the state, country, and world. Summarize the actions of people and groups that have advanced civil rights for individuals. Identify and describe basic human liberties (i.e., thought, expression, privacy).
Virtual Field Trips Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.b:	Fundamentals of Citizenship

DESCRIPTOR / FOCUS AREA	SS.PS2.b .5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization).
Virtual Field Trips Grade 3 - How Government Helps Our Communities		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.

PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights
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DESCRIPTOR / FOCUS AREA SS.PS2.c .4-5. Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.

Virtual Field Trips

Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c .4-5. Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

Washington, DC - Grades K - 5

Main Criteria: Wisconsin Academic Standards

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 5

Correlation Options: Show Correlated

Wisconsin Academic Standards

Science

Grade: 5 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1.3-5. Students identify similarities and differences in order to sort and classify natural objects and designed products. They identify patterns related to time, including simple rates of change and cycles, and use these patterns to make predictions.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2.3-5. Students routinely identify and test causal relationships and use these relationships to explain change. They understand events that occur together with regularity may or may not signify a cause and effect relationship.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity
LEARNING CONTINUUM	SCI.CC3. 3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4. 3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5. 3-5.	Students understand matter is made of particles and energy can be transferred in various ways and between objects. Students observe the conservation of matter by tracking matter flows and cycles before and after processes, recognizing the total mass of substances does not change.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC.6.3-5.	Students understand different materials have different substructures, which can sometimes be observed; and substructures have shapes and parts that serve functions.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC7.3-5.	Students measure change in terms of differences over time, and observe that change may occur at different rates. They understand some systems appear stable, but over long periods of time they will eventually change.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1.A.	Structure and Function

LEARNING CONTINUUM	SCI.LS1.A.4.	Plants and animals have both internal and external macroscopic structures that allow for growth, survival, behavior, and reproduction.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS.1. B.	□Growth and Development of Organisms

LEARNING CONTINUUM SCI.LS.1. B.3. Reproduction is essential to every kind of organism. Organisms have unique and diverse life cycles.

Virtual Field Trips

Galapagos Islands

Grade 4 - West Region Geography

How Coral Reefs Are Formed

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS.1. D.	□Information Processing

LEARNING CONTINUUM SCI.LS.1. D.4. Different sense receptors are specialized for particular kinds of information; animals use their perceptions and memories to guide their actions.

Virtual Field Trips

Grade 4 - West Region Geography

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS.2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS.2. A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM SCI.LS.2. A.5. The food of almost any animal can be traced back to plants. Organisms are related in food webs in which some animals eat plants for food and other animals eat the animals that eat plants, while decomposers restore some materials back to the soil.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems

LEARNING CONTINUUM SCI.LS2. B.5. Matter cycles between the air and soil and among organisms as they live and die.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. C.	Ecosystem Dynamics, Functioning, and Resilience

LEARNING CONTINUUM SCI.LS2. C.3. When the environment changes, some organisms survive and reproduce, some move to new locations, some move into transformed environments, and some die.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. D.	Social Interactions and Group Behavior

LEARNING CONTINUUM SCI.LS2. D.3. Being part of a group helps animals obtain food, defend themselves, and cope with changes.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Canada: Coast to Coast

How Coral Reefs Are Formed

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation

LEARNING CONTINUUM SCI.LS4.C.3. Particular organisms can only survive in particular environments.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

Grade 4 - Southwest Region Early Beginnings

Grade 4 - West Region Geography

How Coral Reefs Are Formed

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

The Sahara Desert

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans

LEARNING CONTINUUM SCI.LS4.D.3. Populations of organisms live in a variety of habitats. Change in those habitats affects the organisms living there.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Galapagos Islands

How Coral Reefs Are Formed

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

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.PS.	Disciplinary Core Idea: Physical Science (PS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.PS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of matter and its interactions to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.PS1.B.	Chemical Reactions
LEARNING CONTINUUM	SCI.PS1.B.5.1.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. <u>Virtual Field Trips</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
LEARNING CONTINUUM	SCI.PS1.B.5.2.	Heating or cooling a substance may cause changes that can be observed. Sometimes these changes are reversible, and sometimes they are not. <u>Virtual Field Trips</u> National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems
LEARNING CONTINUUM	SCI.ESS2.A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. <u>Virtual Field Trips</u> Grade 4 - Midwest Region Today Grade 4 - Southwest Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2 .B.4.	Earth's physical features occur in patterns, as do earthquakes and volcanoes. Maps can be used to locate features and determine patterns in those events.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - Southwest Region Today Grade 4 - West Region Geography Grade 4 - West Region Landforms Grade 4 - West Region Today How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2 .C.5.	Most of Earth's water is in the ocean, and much of the Earth's freshwater is in glaciers or underground.
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Virtual Field Trips
[Amazon Rainforest - Grades 2-5](#)
[Amazon Rainforest - Grades 6-8](#)
[Galapagos Islands](#)
[Grade 4 - Midwest Region Early Beginnings](#)
[Grade 4 - Northeast](#)
[Grade 4 - West Region Landforms](#)
[National Parks - Alaska & Hawaii](#)
[National Parks - Nevada, California](#)
[National Parks - Washington, Oregon, Idaho, Montana, Colorado](#)
[National Parks - Wyoming, Utah](#)

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography National Parks - Nevada, California The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not.
		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

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.B.	Natural Hazards

LEARNING CONTINUUM	SCI.ESS3.B.3,4.	A variety of hazards result from natural processes; humans cannot eliminate hazards but can reduce their impacts.
		Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Geography Grade 4 - West Region Landforms National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM SCI.ESS3.C.5. Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments.

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?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2.B.3-5.1. People's needs and wants change over time, as do their demands for new and improved technologies.

Virtual Field Trips

Grade 4 - Midwest Region Today

Grade 4 - Northeast

Grade 4 - Southwest Region Today

Grade 4 - West Region Early Beginnings

Grade 4 - West Region Today

LEARNING CONTINUUM	SCI.ETS2 .B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands.
		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 Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - West Region Early Beginnings Grade 4 - West Region Today

LEARNING CONTINUUM	SCI.ETS2 .B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3 .A.3-5.1.	Science and engineering knowledge have been created by many cultures.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Midwest Region Early Beginnings Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Early Beginnings Grade 4 - West Region Today
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
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LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.C.	Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence. Virtual Field Trips Galapagos Islands National Parks - Wyoming, Utah
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Wisconsin Academic Standards
Social Studies
Grade: 5 - Adopted: 2018

DOMAIN	WI.SS.Economics.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money
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DESCRIPTOR / FOCUS AREA SS.Econ3.b.5. Describe the role of money, banking, and savings in everyday life, including why people borrow money and the role of interest.

Virtual Field Trips

Barcelona

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog1.a.4-5. Summarize how location (absolute and relative) affects people, places, and environment. Construct maps (paper or digital), charts, and graphs using appropriate elements (i.e., date, orientation, grid, scale, title, author, index, legend, situation)

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA SS.Geog1.b.i. Identify purposes of and differences among maps, globes, aerial photographs, charts, and satellite images.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

Grade 4 - Northeast

The Sahara Desert

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.3.	Categorize the populations of people living in their state and country. Compare and contrast types of communities (i.e., rural, suburban, urban, or tribal), and different types of places on Earth (e.g., community, state, region, country/nation).
		<u>Virtual Field Trips</u> Barcelona Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - West Region Geography London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA	SS.Geog 2.b.5.	Investigate push and pull factors of movement in their community, state, country, and world.
		<u>Virtual Field Trips</u> Amazon Rainforest - People and Threats - Grades 6-8 Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.5.	Describe population changes in their state, and country over time.
		<u>Virtual Field Trips</u> Grade 4 - Northeast Grade 4 - West Region Geography

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.4-5.	Summarize positive and negative factors of cities. Identify the location and patterns of cities within our state and country. Virtual Field Trips Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Today Grade 4 - West Region Today Washington, DC - Grades K - 5
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR /
FOCUS AREA

SS.Geog
3.a.5.

Classify a provided set of resources as renewable or nonrenewable, and analyze the implications of both at the local, national, and global level.

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

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR /
FOCUS AREA

SS.Geog
3.b.4.

Classify various ways that people and countries depend on one another. Summarize how transportation and communication have changed economic activities over time.

Virtual Field Trips
Grade 4 - Northeast

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.4.	Describe how certain places may have meanings that distinguish them from other places (e.g., cemetery, places of worship, state/national parks, historical park/battlefield). Compare and contrast the human characteristics of rural, suburban, urban, and tribal locations in Wisconsin and the United States. Identify and describe how people may view places in the community differently (e.g., students and senior citizens responding to a new playground).
Virtual Field Trips Grade 4 - Northeast		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.a:	Human Environment Interaction

DESCRIPTOR / FOCUS AREA	SS.Geog 5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - Grades 6-8
Amazon Rainforest - People and Threats - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.5.	Examine how human actions modify the physical environment when using natural resources (renewable and nonrenewable).
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Virtual Field Trips
Amazon Rainforest - Grades 2-5
Amazon Rainforest - People and Threats - Grades 6-8
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Northeast
Grade 4 - Southeast Region of the U.S.
Grade 4 - Southwest Region Early Beginnings
Grade 4 - Southwest Region Today
Grade 4 - West Region Geography
Grade 4 - West Region Today

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA	SS.Hist1. a.i.	Use evidence to draw conclusions about probable causes of historical events, issues, and problems. <u>Virtual Field Trips</u> Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Rome - The Eternal City
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DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA	SS.Hist1. b.i.	Use evidence to draw conclusions about probable effects of historical events, issues, and problems.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Canada: Our Northern Neighbor
Grade 4 - Midwest Region Early Beginnings
Grade 4 - Midwest Region Today
Grade 4 - Northeast
Grade 4 - Southwest Region Early Beginnings
Grade 4 - West Region Early Beginnings
Grade 4 - West Region Today
Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Describe patterns of change over time in the community, state, and the United States. Virtual Field Trips Grade 4 - Midwest Region Early Beginnings Grade 4 - Midwest Region Today Grade 4 - Northeast Grade 4 - Southwest Region Early Beginnings Grade 4 - West Region Early Beginnings Grade 4 - West Region Today Washington, DC - Grades K - 5
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DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.i.	Analyze individuals, groups, and events to understand why their contributions are important to historical change and/or continuity.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Canada: Our Northern Neighbor
Grade 4 - Northeast

DOMAIN	WI.SS.Hist. t.	History (Hist)
CONTENT STANDARD	SS.Hist3 :	Wisconsin students will connect past events, people, and ideas to the present; use different perspectives to draw conclusions; and suggest current implications.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist3.b:	Perspective

DESCRIPTOR / FOCUS AREA	SS.Hist3. b.i.	Identify different historical perspectives regarding people and events in the past.
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Virtual Field Trips
Canada: Our Northern Neighbor
Grade 4 - Northeast
Grade 4 - West Region Geography

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS1:	Wisconsin students will identify and analyze democratic principles and ideals.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS1.b:	Origins & Foundation of the Government of the United States

DESCRIPTOR / FOCUS AREA	SS.PS1.b .4-5.	Summarize the contributions of historically significant people during the period of early United States history to the development of our political culture. Differentiate between freedom, justice, equality, rights, responsibilities, and citizenship. Apply key elements of the Wisconsin Constitution to the local community.
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Virtual Field Trips
Grade 4 - Midwest Region Early Beginnings

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c .4-5. Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities.

Virtual Field Trips

Washington, DC - Grades K - 5

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c .4-5. Classify the basic structures and functions of governments, and summarize basic powers of the government at the local, state, tribal, and federal levels.

Virtual Field Trips

Washington, DC - Grades K - 5

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

Wisconsin Academic Standards

Science

Grade: 6 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC1	Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Patterns

LEARNING CONTINUUM SCI.CC1.m. Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data.

Virtual Field Trips

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC2	Students use science and engineering practices, disciplinary core ideas, and cause and effect relationships to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Cause and Effect

LEARNING CONTINUUM SCI.CC2.m. Students classify relationships as causal or correlational, and recognize correlation does not necessarily imply causation. They use cause and effect relationships to predict phenomena in natural or designed systems. They also understand that phenomena may have more than one cause, and some cause and effect relationships in systems can only be explained using probability.

Virtual Field Trips

How Coral Reefs Are Formed

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM	SCI.CC3.m.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4.	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM	SCI.CC4.m.	Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5.	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6.	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA		Structure and Function
LEARNING CONTINUUM	SCI.CC6. m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.CC7 .	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change
LEARNING CONTINUUM	SCI.CC7. m.	Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah The Sahara Desert Who Lives On a Coral Reef?
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	□Growth and Development of Organisms

LEARNING CONTINUUM	SCI.LS1.B.m.	Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.
		Virtual Field Trips Galapagos Islands How Coral Reefs Are Formed

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1.D.	Information Processing

LEARNING CONTINUUM	SCI.LS1.D.m.	Each sense receptor responds to different inputs, transmitting them as signals that travel along nerve cells to the brain. The signals are then processed in the brain resulting in immediate behavior or memories.
		Virtual Field Trips Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM	SCI.LS2.A.m.	Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.
		Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.B.	Cycles of Matter and Energy Transfer in Ecosystems

LEARNING CONTINUUM	SCI.LS2.B.m.	The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.
Virtual Field Trips African Safari Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed The Sahara Desert Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.C.	Ecosystem Dynamics, Functioning, and Resilience

LEARNING CONTINUUM	SCI.LS2.C.m.	Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
Virtual Field Trips Galapagos Islands		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.D.	Social Interactions and Group Behavior

LEARNING CONTINUUM	SCI.LS2.D.m.	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on – for example, water purification and recycling.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Galapagos Islands How Coral Reefs Are Formed National Parks - Nevada, California Who Lives On a Coral Reef?		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of heredity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS3. B.	Variation of Traits
LEARNING CONTINUUM	SCI.LS3. B.m.	In sexual reproduction, each parent contributes half of the genes acquired by the offspring resulting in variation between parent and offspring. Genetic information can be altered because of mutations, which may result in beneficial, negative, or no change to proteins in or traits of an organism. Virtual Field Trips How Coral Reefs Are Formed
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4. C.	Adaptation
LEARNING CONTINUUM	SCI.LS4. C.m.	Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common. Virtual Field Trips Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4 .	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4. D.	Biodiversity and Humans
LEARNING CONTINUUM	SCI.LS4. D.m.	Changes in biodiversity can influence humans' resources and ecosystem services they rely on. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii The Sahara Desert
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems
LEARNING CONTINUUM	SCI.ESS2 .A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes.
		Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2 .B.m.	Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement.
		Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2 .C.m.	Water cycles among land, ocean, and atmosphere, and is propelled by sunlight and gravity. Density variations of sea water drive interconnected ocean currents. Water movement causes weathering and erosion, changing landscape features.
		Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate
LEARNING CONTINUUM	SCI.ESS2 .D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean. Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado The Sahara Desert

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3 .A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California The Sahara Desert
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems

LEARNING CONTINUUM	SCI.ESS3 .C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth. Virtual Field Trips African Safari Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii The Sahara Desert Who Lives On a Coral Reef?
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.D.	Global Climate Change

LEARNING CONTINUUM SCI.ESS3.D.m. Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

Virtual Field Trips

Canada: Coast to Coast

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

Who Lives On a Coral Reef?

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2.B.m.1. All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

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

The Sahara Desert

LEARNING CONTINUUM SCI.ETS2.B.m.2. The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS3	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
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LEARNING CONTINUUM	SCI.ETS3.B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8
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**Wisconsin Academic Standards
Social Studies
Grade: 6 - Adopted: 2018**

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a.m.	Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs). Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)
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DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b:	Money

DESCRIPTOR / FOCUS AREA SS.Econ3.b.m. Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.

Virtual Field Trips

Barcelona

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog1.a.m. Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA SS.Geog1.b.m. Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

The Sahara Desert

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA	SS.Geog 2.a.m.	Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region). Virtual Field Trips Canada: Our Northern Neighbor
DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA	SS.Geog 2.b.m.	Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA	SS.Geog 2.c.m.	Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Our Northern Neighbor
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.m.	Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.

PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources
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DESCRIPTOR / FOCUS AREA SS.Geog 3.a.m. Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.

Virtual Field Trips

Amazon Rainforest - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA SS.Geog 3.b.m. Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 2-5

Amazon Rainforest - People and Threats - Grades 6-8

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA SS.Geog 4.a.m. Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	Wi.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.m.	Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Virtual Field Trips Amazon Rainforest - Grades 2-5 Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA	SS.Hist1. a.m.	Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Canada: Our Northern Neighbor
Rome - The Eternal City

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA	SS.Hist1. b.m.	Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
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Virtual Field Trips
Ancient China - Qin & Han Dynasties
Ancient China - Shang & Zhou Dynasties
Ancient Egypt - Land of the Pharaohs
Ancient Egypt - Land of the Pyramids
Ancient Greece
Ancient Mayan Civilization
Ancient Rome
Canada: Coast to Coast
Canada: Our Northern Neighbor
Rome - The Eternal City

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.

PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time
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DESCRIPTOR / FOCUS AREA SS.Hist2.a.m. Explain patterns of continuity over time in the community, the state, the United States, and the world.

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

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Explain patterns of change over time in the community, the state, the United States, and the world.

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

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2.c.m. Analyze how the historical context influenced the process or nature of the continuity or change that took place.

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

DOMAIN	WI.SS.PS.	Political Science (PS)
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CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c.m. Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c.m. Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

Virtual Field Trips

Washington, DC - Grades 6 - 8

Main Criteria: Wisconsin Academic Standards
Secondary Criteria: Virtual Field Trips
Subjects: Science, Social Studies
Grade: 7
Correlation Options: Show Correlated

Wisconsin Academic Standards

Science

Grade: 7 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM SCI.CC3.m. Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM SCI.CC4.m. Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6.	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC6.m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
Virtual Field Trips African Safari Amazon Rainforest - Grades 6-8 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		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC7.m.	Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah		

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	Growth and Development of Organisms

LEARNING CONTINUUM SCI.LS1. B.m. Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.

Virtual Field Trips

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM SCI.LS2. A.m. Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems

LEARNING CONTINUUM SCI.LS2. B.m. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.

Virtual Field Trips

African Safari

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.C.	Ecosystem Dynamics, Functioning, and Resilience
LEARNING CONTINUUM	SCI.LS2.C.m.	Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health.
		Virtual Field Trips Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.D.	Social Interactions and Group Behavior
LEARNING CONTINUUM	SCI.LS2.D.m.	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on – for example, water purification and recycling.
		Virtual Field Trips Amazon Rainforest - Grades 6-8 Galapagos Islands National Parks - Nevada, California
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation
LEARNING CONTINUUM	SCI.LS4.C.m.	Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common.
		Virtual Field Trips Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans

LEARNING CONTINUUM	SCI.LS4.D.m.	Changes in biodiversity can influence humans' resources and ecosystem services they rely on. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM	SCI.ESS2.A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2.B.m.	Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement. Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2 .C.m.	Water cycles among land, ocean, and atmosphere, and is propelled by sunlight and gravity. Density variations of sea water drive interconnected ocean currents. Water movement causes weathering and erosion, changing landscape features.
Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2 .D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3 .A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems
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LEARNING CONTINUUM SCI.ESS3 .C.m. Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth.

Virtual Field Trips

African Safari

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

National Parks - Alaska & Hawaii

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.D.	Global Climate Change

LEARNING CONTINUUM SCI.ESS3 .D.m. Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.

Virtual Field Trips

Canada: Coast to Coast

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

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM SCI.ETS2 .B.m.1. All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

National Parks - Alaska & Hawaii

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

LEARNING CONTINUUM SCI.ETS2 .B.m.2. The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SCI.	Science
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CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties
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LEARNING CONTINUUM	SCI.ETS3.B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8
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Wisconsin Academic Standards
Social Studies
Grade: 7 - Adopted: 2018

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a .m.	Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)		

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).
PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b:	Money

DESCRIPTOR / FOCUS AREA	SS.Econ3 .b.m.	Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.
Virtual Field Trips Barcelona		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA	SS.Geog 1.a.m.	Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).
Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA	SS.Geog 1.b.m.	Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.
Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor		

DOMAIN	WI.SS.Geog.	Geography (Geog)
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CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA SS.Geog 2.a.m. Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).

Virtual Field Trips

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA SS.Geog 2.b.m. Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA SS.Geog 2.c.m. Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA	SS.Geog 2.d.m.	Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world. Virtual Field Trips Barcelona London - City of Pomp & Majesty Paris - City of Light - Grades 6 - 8 Tokyo - City of Contrasts
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR / FOCUS AREA	SS.Geog 3.a.m.	Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past. Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA	SS.Geog 3.b.m.	Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing). Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Ancient China - Qin & Han Dynasties Canada: Our Northern Neighbor
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DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.m.	Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
Virtual Field Trips Ancient China - Qin & Han Dynasties Canada: Coast to Coast Canada: Our Northern Neighbor		

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.m.	Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA	SS.Hist1.a.m.	Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.
Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City		

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist1:	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA	SS.Hist1. b.m.	Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.
		Virtual Field Trips Ancient China - Qin & Han Dynasties Ancient China - Shang & Zhou Dynasties Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece Ancient Mayan Civilization Ancient Rome Canada: Coast to Coast Canada: Our Northern Neighbor Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. a.m.	Explain patterns of continuity over time in the community, the state, the United States, and the world.
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Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Rome - The Eternal City
 Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA	SS.Hist2. b.m.	Explain patterns of change over time in the community, the state, the United States, and the world.
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Virtual Field Trips
 Ancient China - Qin & Han Dynasties
 Ancient China - Shang & Zhou Dynasties
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Rome - The Eternal City
 Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Analyze how the historical context influenced the process or nature of the continuity or change that took place.

Virtual Field Trips

Ancient China - Qin & Han Dynasties

Canada: Our Northern Neighbor

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA SS.PS2.c.m. Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.

Virtual Field Trips

National Parks - Alaska & Hawaii

National Parks - Nevada, California

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

National Parks - Wyoming, Utah

Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA SS.PS3.c.m. Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.

Virtual Field Trips

Washington, DC - Grades 6 - 8

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

Wisconsin Academic Standards

Science

Grade: 8 - Adopted: 2017

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity

LEARNING CONTINUUM SCI.CC3.m. Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models

LEARNING CONTINUUM SCI.CC4.m. Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC6.	Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Structure and Function

LEARNING CONTINUUM	SCI.CC6.m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used.
Virtual Field Trips Amazon Rainforest - Grades 6-8 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		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change

LEARNING CONTINUUM	SCI.CC7.m.	Students explain stability and change in natural or designed systems by examining changes over time, and considering forces at different scales, including the atomic scale. They understand changes in one part of a system might cause large changes in another part, systems in dynamic equilibrium are stable due to a balance of feedback mechanisms, and stability might be disturbed by either sudden events or gradual changes that accumulate over time.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS1.	Students use science and engineering practices, crosscutting concepts, and an understanding of structures and processes (on a scale from molecules to organisms) to make sense of phenomena and solve problem.
DESCRIPTOR / FOCUS AREA	SCI.LS1. B.	□Growth and Development of Organisms

LEARNING CONTINUUM SCI.LS1. B.m. Animals engage in behaviors that increase the odds of reproduction. An organism's growth is affected by both genetic and environmental factors.

Virtual Field Trips

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. A.	Interdependent Relationships in Ecosystems

LEARNING CONTINUUM SCI.LS2. A.m. Organisms and populations are dependent on their environmental interactions both with other living things and with nonliving factors, any of which can limit their growth. Competitive, predatory, and mutually beneficial interactions vary across ecosystems but the patterns are shared.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2. B.	Cycles of Matter and Energy Transfer in Ecosystems

LEARNING CONTINUUM SCI.LS2. B.m. The atoms that make up the organisms in an ecosystem are cycled repeatedly between the living and nonliving parts of the ecosystem. Food webs model how matter and energy are transferred among producers, consumers, and decomposers as the three groups interact within an ecosystem.

Virtual Field Trips

Amazon Rainforest - Grades 6-8

Amazon Rainforest - People and Threats - Grades 6-8

Galapagos Islands

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.LS2.C.	Ecosystem Dynamics, Functioning, and Resilience
LEARNING CONTINUUM	SCI.LS2.C.m.	Ecosystem characteristics vary over time. Disruptions to any part of an ecosystem can lead to shifts in all of its populations. The completeness or integrity of an ecosystem's biodiversity is often used as a measure of its health. <u>Virtual Field Trips</u> Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS2.D.	Social Interactions and Group Behavior
LEARNING CONTINUUM	SCI.LS2.D.m.	Changes in biodiversity can influence humans' resources, such as food, energy, and medicines, as well as ecosystem services that humans rely on – for example, water purification and recycling. <u>Virtual Field Trips</u> Amazon Rainforest - Grades 6-8 Galapagos Islands National Parks - Nevada, California
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.C.	Adaptation
LEARNING CONTINUUM	SCI.LS4.C.m.	Species can change over time in response to changes in environmental conditions through adaptation by natural selection acting over generations. Traits that support successful survival and reproduction in the new environment become more common. <u>Virtual Field Trips</u> Galapagos Islands
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.LS.	Disciplinary Core Idea: Life Science (LS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.LS4.	Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.LS4.D.	Biodiversity and Humans

LEARNING CONTINUUM	SCI.LS4.D.m.	Changes in biodiversity can influence humans' resources and ecosystem services they rely on. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii
DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.A.	Earth Materials and Systems

LEARNING CONTINUUM	SCI.ESS2.A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes. Virtual Field Trips Amazon Rainforest - Grades 6-8 Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.B.	Plate Tectonics and Large-Scale System Interactions

LEARNING CONTINUUM	SCI.ESS2.B.m.	Plate tectonics is the unifying theory that explains movements of rocks at Earth's surface and geological history. Maps are used to display evidence of plate movement. Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Wyoming, Utah
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DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.C.	The Roles of Water in Earth's Surface Processes

LEARNING CONTINUUM	SCI.ESS2.C.m.	Water cycles among land, ocean, and atmosphere, and is propelled by sunlight and gravity. Density variations of sea water drive interconnected ocean currents. Water movement causes weathering and erosion, changing landscape features.
Virtual Field Trips Galapagos Islands National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 2.D.	Weather and Climate

LEARNING CONTINUUM	SCI.ESS2.D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean.
Virtual Field Trips Amazon Rainforest - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.A.	Natural Resources

LEARNING CONTINUUM	SCI.ESS3.A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.

DESCRIPTOR / FOCUS AREA	SCI.ESS 3.C.	Human Impacts on Earth Systems
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LEARNING CONTINUUM	SCI.ESS3 .C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Galapagos Islands National Parks - Alaska & Hawaii		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ESS.	Disciplinary Core Idea: Earth and Space Sciences (ESS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ESS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ESS 3.D.	Global Climate Change

LEARNING CONTINUUM	SCI.ESS3 .D.m.	Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics.
Virtual Field Trips Canada: Coast to Coast National Parks - Washington, Oregon, Idaho, Montana, Colorado		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANC E STANDARD / LEARNING PRIORITY	SCI.ETS 2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World

LEARNING CONTINUUM	SCI.ETS2 .B.m.1.	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8 Canada: Coast to Coast Canada: Our Northern Neighbor National Parks - Alaska & Hawaii National Parks - Washington, Oregon, Idaho, Montana, Colorado		

LEARNING CONTINUUM	SCI.ETS2 .B.m.2.	The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions.
Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8		

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)

PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.A.	Science and Engineering Are Human Endeavors

LEARNING CONTINUUM	SCI.ETS3.A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering.
		Virtual Field Trips Canada: Coast to Coast Canada: Our Northern Neighbor Galapagos Islands National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Wyoming, Utah

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS .	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS 3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS 3.B.	Science and Engineering Are Unique Ways of Thinking with Different Purposes

LEARNING CONTINUUM	SCI.ETS3.B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare.
		Virtual Field Trips Amazon Rainforest - People and Threats - Grades 6-8

Wisconsin Academic Standards
Social Studies
Grade: 8 - Adopted: 2018

DOMAIN	WI.SS.BH.	Behavioral Sciences (BH)
CONTENT STANDARD	SS.BH2:	Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).
PERFORMANCE STANDARD / LEARNING PRIORITY	BH2.a:	Relationship of people and groups

DESCRIPTOR / FOCUS AREA	SS.BH2.a.m.	Summarize the role culture plays in personal and group behavior. Categorize factors that contribute to cooperation and conflict among peoples of a country and/or the world (i.e., culture, language, religion, political beliefs).
		Virtual Field Trips Canada: Our Northern Neighbor Jerusalem - Then and Now (Older Grades)

DOMAIN	WI.SS.Econ.	Economics (Econ)
CONTENT STANDARD	SS.Econ 3:	Wisconsin students will analyze how an economy functions as a whole (Macroeconomics).

PERFORMANCE STANDARD / LEARNING PRIORITY	Econ3.b :	Money
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DESCRIPTOR / FOCUS AREA SS.Econ3.b.m. Differentiate between the functions of money (i.e., medium of exchange, store of value, unit of account). Assess how interest rates influence borrowing and investing.

Virtual Field Trips

Barcelona

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.a:	Tools of Geography

DESCRIPTOR / FOCUS AREA SS.Geog1.a.m. Use paper and digital maps to ask and answer geographic questions (e.g., Where are there patterns? Why there? So what?). Analyze how various map projections distort shape, area, distance and direction (e.g., Mercator, Robinson, Peters).

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog1:	Wisconsin students will use geographic tools and ways of thinking to analyze the world.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog1.b:	Spatial Thinking (map interpretation)

DESCRIPTOR / FOCUS AREA SS.Geog1.b.m. Interpret patterns in a variety of maps, charts, and graphs to display geographic information (contour, cartogram, population, natural resource, historical maps) and explain relationships among them.

Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.a:	Population and Place

DESCRIPTOR / FOCUS AREA SS.Geog2.a.m. Analyze why populations increase or decrease in various regions throughout the world. Analyze the distribution of population patterns at various scales (i.e., local, state, country, region).

Virtual Field Trips

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.b:	Reasons People Move

DESCRIPTOR / FOCUS AREA SS.Geog 2.b.m. Analyze patterns of migration of various types (e.g., age, sex, ethnicity, race) in the community, state, country, and world.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.c:	Impact of Movement

DESCRIPTOR / FOCUS AREA SS.Geog 2.c.m. Use regions in the world to analyze the role of population shifts in why places change over time. Evaluate the impact of migration on the place of origin and the place of settlement.

Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog2:	Wisconsin students will analyze human movement and population patterns.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog2.d:	Urbanization

DESCRIPTOR / FOCUS AREA SS.Geog 2.d.m. Investigate the impact of rural decline and the growth of cities on a place. Analyze patterns of urbanization around the world.

Virtual Field Trips

Barcelona

London - City of Pomp & Majesty

Paris - City of Light - Grades 6 - 8

Tokyo - City of Contrasts

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.a:	Distribution of Resources

DESCRIPTOR / FOCUS AREA	SS.Geog 3.a.m.	Analyze the relationship between the distribution of resources and patterns of human settlement within states, countries, and regions of the world now and in the past.
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Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog3:	Wisconsin students will examine the impacts of global interconnections and relationships.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog3.b:	Networks

DESCRIPTOR / FOCUS AREA	SS.Geog 3.b.m.	Analyze spatial patterns of social and economic development in a variety of regions in the world. Identify how people, products, and ideas move between places (e.g., internet commerce, outsourcing).
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Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog4:	Wisconsin students will evaluate the relationship between identity and place.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog4.a:	Characteristics of Place

DESCRIPTOR / FOCUS AREA	SS.Geog 4.a.m.	Explain how place-based identities can change places over time. Investigate how place-based identity results from the characteristics of a place and can sometimes result in stereotypes of people from a specific place. Describe students' perceptions of a place that are based on indirect sources (e.g., television, movies), versus on direct sources (e.g., residing in a place, visiting a place).
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Virtual Field Trips

Canada: Coast to Coast

Canada: Our Northern Neighbor

DOMAIN	WI.SS.Geog.	Geography (Geog)
CONTENT STANDARD	SS.Geog5:	Wisconsin students will evaluate the relationship between humans and the environment.
PERFORMANCE STANDARD / LEARNING PRIORITY	Geog5.b:	Interdependence

DESCRIPTOR / FOCUS AREA	SS.Geog 5.b.m.	Analyze how distribution of natural resources such as fisheries and crops (renewable and nonrenewable) creates systems of commerce between groups. Analyze how unequal distribution of resources creates inequities between regions and can lead to conflict between competing nations.
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Virtual Field Trips

Amazon Rainforest - People and Threats - Grades 6-8

DOMAIN	WI.SS.Hist.	History (Hist)
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CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.a:	Cause

DESCRIPTOR / FOCUS AREA SS.Hist1.a.m. Use multiple perspectives to analyze and explain issues or events within and across time periods, events, or cultures.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

DOMAIN	WI.SS.Hist1.	History (Hist)
CONTENT STANDARD	SS.Hist1 :	Wisconsin students will use historical evidence for determining cause and effect.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist1.b:	Effect

DESCRIPTOR / FOCUS AREA SS.Hist1.b.m. Use multiple perspectives to analyze and explain effects of issues or events within and across time periods, events, or cultures.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

DOMAIN	WI.SS.Hist2.	History (Hist)
CONTENT STANDARD	SS.Hist2 :	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.a:	Patterns stay the same over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.a.m. Explain patterns of continuity over time in the community, the state, the United States, and the world.

Virtual Field Trips

Ancient Egypt - Land of the Pharaohs

Ancient Egypt - Land of the Pyramids

Ancient Greece

Ancient Mayan Civilization

Ancient Rome

Canada: Coast to Coast

Canada: Our Northern Neighbor

Rome - The Eternal City

Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.b:	Patterns change over a period of time

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Explain patterns of change over time in the community, the state, the United States, and the world.

Virtual Field Trips
 Ancient Egypt - Land of the Pharaohs
 Ancient Egypt - Land of the Pyramids
 Ancient Greece
 Ancient Mayan Civilization
 Ancient Rome
 Canada: Coast to Coast
 Canada: Our Northern Neighbor
 Rome - The Eternal City
 Washington, DC - Grades 6 - 8

DOMAIN	WI.SS.Hist.	History (Hist)
CONTENT STANDARD	SS.Hist2:	Wisconsin students will analyze, recognize, and evaluate patterns of continuity and change over time and contextualization of historical events.
PERFORMANCE STANDARD / LEARNING PRIORITY	Hist2.c:	Contextualization

DESCRIPTOR / FOCUS AREA SS.Hist2.b.m. Analyze how the historical context influenced the process or nature of the continuity or change that took place.

Virtual Field Trips
 Canada: Our Northern Neighbor

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS2:	Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS2.c:	Asserting and Reaffirming of Human Rights

DESCRIPTOR / FOCUS AREA	SS.PS2.c .m.	Compare and contrast the political, social, and economic status of marginalized groups both historically and in the present, both in the United States and worldwide. Investigate how groups (e.g., women, religious groups, civil rights groups, Indigenous peoples, LGBTQ) have advocated for access to greater rights.
Virtual Field Trips National Parks - Alaska & Hawaii National Parks - Nevada, California National Parks - Washington, Oregon, Idaho, Montana, Colorado National Parks - Wyoming, Utah Washington, DC - Grades 6 - 8		

DOMAIN	WI.SS.PS.	Political Science (PS)
CONTENT STANDARD	SS.PS3:	Wisconsin students will analyze and evaluate the powers and processes of political and civic institutions.
PERFORMANCE STANDARD / LEARNING PRIORITY	PS3.c:	Power in Government

DESCRIPTOR / FOCUS AREA	SS.PS3.c .m.	Analyze the structure, functions, powers, and limitations of government at the local, state, tribal, and federal levels.
Virtual Field Trips Washington, DC - Grades 6 - 8		