

Main Criteria: Virtual Field Trips
Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS)
Subject: Social Studies
Grade: 2

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

National Council for the Social Studies (NCSS)

Social Studies

Grade 2 - Adopted: 2010

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.
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LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
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LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority, and governance in the school, community, and state.
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LEARNING EXPECTATION	6.2.2.	Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society.
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THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together.
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.
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LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens.
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LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals.
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THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices.
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National Geography Standards (NGS)
Social Studies
 Grade 2 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1.A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
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Virtual Field Trips

Grade 3 - How Government Helps Our Communities

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.
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LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
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LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority, and governance in the school, community, and state.
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LEARNING EXPECTATION	6.2.2.	Examine issues involving the rights and responsibilities of individuals and groups in relation to the broader society.
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THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together.
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.
LEARNING EXPECTATION	10.1.4.	Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories.
LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action.

THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.
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LEARNING EXPECTATION	10.2.2.	Identify and exercise the rights and responsibilities of citizens.
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LEARNING EXPECTATION	10.2.4.	Analyze how specific policies or citizen behaviors reflect ideals and practices consistent or inconsistent with democratic ideals.
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THEME	NCSS.10.	CIVIC IDEALS AND PRACTICES
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.
CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices.
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National Geography Standards (NGS)
Social Studies
 Grade 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1. A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to

EXPECTATION	HS.13.1.A .2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).
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Main Criteria: Virtual Field Trips
Secondary Criteria: National Council for the Social Studies (NCSS), National Geography Standards (NGS)
Subject: Social Studies
Grade: 4

Virtual Field Trips

Grade 3 - How Government Helps Our Communities

National Council for the Social Studies (NCSS)

Social Studies

Grade 4 - Adopted: 2010

THEME	NCSS.5.	INDIVIDUALS, GROUPS, AND INSTITUTIONS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.
CATEGORY	5.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	5.2.6.	Show how groups and institutions work to meet individual needs, and promote or fail to promote the common good.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE.
CATEGORY	6.1.	KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION	6.1.1.	Rules and laws can serve to support order and protect individual rights.
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LEARNING EXPECTATION	6.1.2.	Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state.
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LEARNING EXPECTATION	6.1.3.	Fundamental values of democracy: the common good, liberty, justice, equality, and individual dignity.
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LEARNING EXPECTATION	6.1.4.	The basic elements of government in the United States: executive, legislative, and judicial authority.
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THEME	NCSS.6.	POWER, AUTHORITY, AND GOVERNANCE
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CATEGORY	6.2.	PROCESSES - Learners will be able to:

LEARNING EXPECTATION	6.2.1.	Ask and find answers to questions about power, authority, and governance in the school, community, and state.
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CATEGORY	10.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	10.1.1.	The theme of civic ideals and practices helps us know how we can have influence on how people live and act together.
LEARNING EXPECTATION	10.1.2.	Concepts and ideals such as: individual dignity, fairness, freedom, the common good, rule of law, civic life, rights, and responsibilities.
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LEARNING EXPECTATION	10.1.5.	The importance of gathering information as the basis for informed civic action.

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LEARNING EXPECTATION	10.2.1.	Ask and find answers to questions about how to plan for action with others to improve life in the school, community, and beyond.
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CATEGORY	10.3.	PRODUCTS - Learners demonstrate understanding by:

LEARNING EXPECTATION	10.3.2.	Drawing illustrations of examples of participation supportive of civic ideals and practices.
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National Geography Standards (NGS)
Social Studies
Grade 4 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.13.	How the forces of cooperation and conflict among people influence the division and control of Earth's surface
STRAND	HS.13.1.	Territorial Divisions: There are multiple types of territorial divisions used to manage and control Earth's surface
BENCHMARK	HS.13.1.A.	Explain different types of territorial divisions (e.g., township, city, county, state, and country) and how they are used to manage and control Earth's surface, as exemplified by being able to
EXPECTATION	HS.13.1.A.2.	Describe the responsibilities of the set of governmental units within which the student lives (e.g., town or city, county, state, and country).