

**National Council for the Social Studies (NCSS), National Geography Standards (NGS), Next Generation Science Standards (NGSS)**

**Subjects:** Science, Social Studies

**Grades: 1, 2, 3**

**Virtual Field Trips**

**Grade 2 - Living Together**

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 1** - Adopted: 2010

THEME	NCSS.1. CULTURE
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.
THEME	NCSS.1. CULTURE
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.
THEME	NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.
THEME	NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION	3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

THEME	NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1. Ask and find answers to geographic questions related to the school, community, state, region, and world.
THEME	NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	4.1.2. Concepts such as: growth, change, learning, self, family, and groups.
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	5.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.1. This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;.
LEARNING EXPECTATION	5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
LEARNING EXPECTATION	5.1.4. That individuals, groups, and institutions share common elements and also have unique characteristics.
LEARNING EXPECTATION	5.1.5. The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.
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.

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 2** - Adopted: 2010

THEME	NCSS.1. CULTURE
DEFINITION	SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group.
THEME	NCSS.1. CULTURE

DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world.
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups.
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	5.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;
LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics.
LEARNING	5.1.5.	The impact of families, schools, religious institutions, government agencies,

EXPECTATION		financial institutions, and civic groups on their lives.
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.

**National Council for the Social Studies (NCSS)**

**Social Studies**

**Grade 3** - Adopted: 2010

THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	1.1.5.	How individuals learn the elements of their culture through interactions with other members of the culture group.
THEME	NCSS.1.	CULTURE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.
CATEGORY	1.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	1.2.1.	Ask and find answers to questions related to culture in the contexts of school, community, state, and region.
THEME	NCSS.2.	TIME, CONTINUITY, AND CHANGE
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY	2.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	2.1.5.	Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY	3.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	3.1.3.	Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION	3.1.4.	Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
THEME	NCSS.3.	PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY	3.2.	PROCESSES - Learners will be able to:
LEARNING EXPECTATION	3.2.1.	Ask and find answers to geographic questions related to the school, community, state, region, and world.
THEME	NCSS.4.	INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION		SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY	4.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	4.1.2.	Concepts such as: growth, change, learning, self, family, and groups.
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	5.1.	KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION	5.1.1.	This theme helps us know that people belong to groups and institutions that influence them and by which they are influenced;
LEARNING EXPECTATION	5.1.2.	Concepts such as: community, culture, role, competition, cooperation, rules, and norms.
LEARNING EXPECTATION	5.1.4.	That individuals, groups, and institutions share common elements and also have unique characteristics.
LEARNING EXPECTATION	5.1.5.	The impact of families, schools, religious institutions, government agencies, financial institutions, and civic groups on their lives.
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.

### **National Geography Standards (NGS)**

#### **Social Studies**

#### **Grade 1** - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4.	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community

attraction based on the details in their mental maps.

ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.2.	Identify and describe the defining characteristics of the student's community as a place.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A.	Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION	PR.6.1.A.2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides

opportunities for human activities, as exemplified by being able to  
 EXPECTATION ES.15.1.A.1. Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

### National Geography Standards (NGS)

#### Social Studies

#### Grade 2 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4.	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.2.	Identify and describe the defining characteristics of the student's community as a place.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A.	Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION	PR.6.1.A.2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to

EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION	ES.15.1.A.1.	Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

### National Geography Standards (NGS)

#### Social Studies

### Grade 3 - Adopted: 2012

ESSENTIAL ELEMENT	NGS.WST.	The World in Spatial Terms
STANDARD	WST.2.	How to use mental maps to organize information about people, places, and environments in a spatial context
STRAND	WST.2.4.	Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions
BENCHMARK	WST.2.4.A.	Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
EXPECTATION	WST.2.4.A.1.	Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.
EXPECTATION	WST.2.4.A.3.	Describe the differences in students' views of a popular community attraction based on the details in their mental maps.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.4.	The physical and human characteristics of places
STRAND	PR.4.1.	The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations



BENCHMARK	PR.4.1.A.	Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION	PR.4.1.A.2.	Identify and describe the defining characteristics of the student's community as a place.
ESSENTIAL ELEMENT	NGS.PR.	Places and Regions
STANDARD	PR.6.	How culture and experience influence people's perceptions of places and regions
STRAND	PR.6.1.	The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK	PR.6.1.A.	Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION	PR.6.1.A.2.	Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.
ESSENTIAL ELEMENT	NGS.HS.	Human Systems
STANDARD	HS.10.	The characteristics, distribution, and complexity of Earth's cultural mosaics
STRAND	HS.10.1.	Characteristics of Culture: A culture has distinctive characteristics
BENCHMARK	HS.10.1.A.	Identify and describe the characteristics of a culture, as exemplified by being able to
EXPECTATION	HS.10.1.A.1.	Identify and describe distinctive characteristics of their own cultural heritage (e.g., cuisine or agricultural products, traditional festivals or celebrations, vocabulary terms that locals would know and understand but outsiders might find confusing).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.14.	How human actions modify the physical environment
STRAND	ES.14.1.	Modification of the Physical Environment: People modify the physical environment
BENCHMARK	ES.14.1.A.	Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
EXPECTATION	ES.14.1.A.1.	Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).
ESSENTIAL ELEMENT	NGS.ES.	Environment and Society
STANDARD	ES.15.	How physical systems affect human systems
STRAND	ES.15.1.	Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK	ES.15.1.A.	Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION	ES.15.1.A.1.	Identify and describe the characteristics of the community's physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

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