

**Main Criteria:** New Hampshire College and Career Ready Standards

**Secondary Criteria:** Virtual Field Trips

**Subjects:** Science, Social Studies

**Grade:** 3

**Correlation Options:** Show Correlated

**New Hampshire College and Career Ready Standards**

**Science**

Grade: 3 - Adopted: 2006

STRAND / STANDARD	NH.SPS1.	Science Process Skills: Scientific Inquiry and Critical Thinking Skills
STANDARD / GLE	S:SPS1:4:1.5.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and classify according to several attributes and describe or show the method for classification.</p> <p><u>Virtual Field Trips</u></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS1:4:1.6.	<p>Making Observations and Asking Questions: Students will apply skills from previous grades and compare methods of classifying based on the goal.</p> <p><u>Virtual Field Trips</u></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STRAND / STANDARD	NH.SPS2.	Science Process Skills: Unifying Concepts of Science
STANDARD / GLE	S:SPS2:4:2.1.	<p>Systems and Energy: Students will apply skills from previous grades and demonstrate that if something consists of many parts, the parts usually influence one another.</p> <p><u>Virtual Field Trips</u></p> <p>Grade 2 -Land and Water Around Us</p>
STANDARD / GLE	S:SPS2:4:3.3.	<p>Models and Scale: Students will apply skills from previous grades and recognize that most everything has limits on how big or small it can be.</p> <p><u>Virtual Field Trips</u></p> <p>The Amazon Rainforest</p>
STANDARD / GLE	S:SPS2:4:4.2.	<p>Patterns of Change: Students will apply skills from previous grades and understand that some changes are so slow or so fast that they are hard to see.</p> <p><u>Virtual Field Trips</u></p> <p>Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:SPS2:4:4.3.	<p>Patterns of Change: Students will apply skills from previous grades and demonstrate that some features of things may stay the same even when other features change (e.g., some patterns look the same when they are shifted over, turned, reflected, or seen from different directions).</p>

		<p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">Galapagos Islands</a></u>  <u><a href="#">Galapagos Islands - Espagnol</a></u>  <u><a href="#">How Coral Reefs Are Formed</a></u>  <u><a href="#">Who Lives On a Coral Reef?</a></u></p>
STANDARD / GLE	S:SPS2:4:5.1.	<p>Form and Function: Students will apply skills from previous grades and discover the relationship between shape and use.</p> <p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">African Safari</a></u>  <u><a href="#">Galapagos Islands</a></u>  <u><a href="#">Galapagos Islands - Espagnol</a></u>  <u><a href="#">How Coral Reefs Are Formed</a></u>  <u><a href="#">The Amazon Rainforest</a></u>  <u><a href="#">Who Lives On a Coral Reef?</a></u></p>
STRAND / STANDARD	NH.SPS3.	Science Process Skills: Personal, Social, and Technological Perspectives
STANDARD / GLE	S:SPS3:4:2.1.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and demonstrate a basic conservation action such as recycling or a schoolyard habitat project.</p> <p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">Galapagos Islands</a></u>  <u><a href="#">Galapagos Islands - Espagnol</a></u>  <u><a href="#">Grade 2 -Land and Water Around Us</a></u>  <u><a href="#">Grade 3 - Geography of Our Communities</a></u>  <u><a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></u>  <u><a href="#">Who Lives On a Coral Reef?</a></u></p>
STANDARD / GLE	S:SPS3:4:2.4.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and locate and collect information about the environment and environmental and natural resources topics.</p> <p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">African Safari</a></u>  <u><a href="#">Galapagos Islands</a></u>  <u><a href="#">Galapagos Islands - Espagnol</a></u>  <u><a href="#">Grade 2 -Land and Water Around Us</a></u>  <u><a href="#">Grade 3 - Geography of Our Communities</a></u>  <u><a href="#">The Amazon Rainforest</a></u>  <u><a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></u></p>
STANDARD / GLE	S:SPS3:4:2.6.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and organize information to search for relationships and patterns concerning the environment and environmental topics.</p> <p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">African Safari</a></u>  <u><a href="#">Galapagos Islands</a></u>  <u><a href="#">Galapagos Islands - Espagnol</a></u>  <u><a href="#">Grade 2 -Land and Water Around Us</a></u>  <u><a href="#">The Amazon Rainforest</a></u>  <u><a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></u></p>
STANDARD / GLE	S:SPS3:4:2.7.	<p>Common Environmental Issues, Natural Resources Management and Conservation: Students will apply skills from previous grades and identify and investigate issues in their local environments and communities.</p> <p><u><a href="#">Virtual Field Trips</a></u>  <u><a href="#">African Safari</a></u>  <u><a href="#">Galapagos Islands</a></u></p>

		<p><b>Galapagos Islands - Espagnol</b>  <b>Grade 3 - Geography of Our Communities</b>  <b>The Amazon Rainforest</b>  <b>The Amazon Rainforest - Part 2 - Younger Grades</b></p>
<b>STANDARD / GLE</b>	<b>S:SPS3:4:3.3.</b>	<p><b>Science and Technology, Technological Design and Application:</b>  Students will apply skills from previous grades and provide examples illustrating that throughout history, people of all ages and from all walks of life have made significant contributions to the fields of science and technology.</p> <p><b>Virtual Field Trips</b>  <b>Galapagos Islands</b>  <b>Galapagos Islands - Espagnol</b></p>
<b>STRAND / STANDARD</b>	<b>NH.ESS1.</b>	<p><b>Earth Space Science: The Earth and Earth materials, as we know them today, have developed over long periods of time, through constant change processes.</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:1.1.</b>	<p><b>Atmosphere, Climate, and Weather:</b> Students will explain how water exists in the atmosphere in different forms and describe how it changes from one form to another through various processes such as freezing, condensation, precipitation and evaporation.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 -Land and Water Around Us</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:1.3.</b>	<p><b>Atmosphere, Climate, and Weather:</b> Students will based on data collected from daily weather observations, describe weather changes or weather patterns.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 -Land and Water Around Us</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:2.1.</b>	<p><b>Composition and Features:</b> Students will describe Earth materials such as gases found in the atmosphere, rocks, soils, and water in its liquid and solid states.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 -Land and Water Around Us</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:2.3.</b>	<p><b>Composition and Features:</b> Students will given information about Earth materials, explain how their characteristics lend themselves to specific uses.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 -Land and Water Around Us</b>  <b>Grade 3 - Geography of Our Communities</b>  <b>The Amazon Rainforest - Part 2 - Younger Grades</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:2.4.</b>	<p><b>Composition and Features:</b> Students will given certain Earth materials (soils, rocks, or minerals) use physical properties to sort, classify, and/or describe them.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 -Land and Water Around Us</b>  <b>Grade 3 - Geography of Our Communities</b>  <b>The Amazon Rainforest - Part 2 - Younger Grades</b></p>
<b>STANDARD / GLE</b>	<b>S:ESS1:4:5.1.</b>	<p><b>Processes and Rates of Change:</b> Students will identify and describe processes that affect the features of the Earth's surface, including weathering, erosion, deposition of sediment.</p> <p><b>Virtual Field Trips</b>  <b>Galapagos Islands</b>  <b>Galapagos Islands - Espagnol</b>  <b>Grade 2 -Land and Water Around Us</b>  <b>Grade 3 - Geography of Our Communities</b></p>

STANDARD / GLE	S:ESS1:4:5.2.	Processes and Rates of Change: Students will explain how wind, water, or ice shape and reshape the Earth's surface.  <u><a href="#">Virtual Field Trips</a></u> Grade 3 - Geography of Our Communities
STANDARD / GLE	S:ESS1:4:6.1.	Rock Cycle: Students will explain that smaller rocks come from the breaking and weathering of larger rocks and bedrock.  <u><a href="#">Virtual Field Trips</a></u> Grade 3 - Geography of Our Communities
STANDARD / GLE	S:ESS1:4:6.4.	Rock Cycle: Students will use results from an experiment to draw conclusions about how water interacts with earth materials (e.g., percolation, erosion, frost heaves).  <u><a href="#">Virtual Field Trips</a></u> Grade 3 - Geography of Our Communities
STANDARD / GLE	S:ESS1:4:7.2.	Water: Students will explain that most of Earth's water is salt water, which is found in the oceans, and that fresh water is found in rivers, lakes, underground sources, and glaciers..  <u><a href="#">Virtual Field Trips</a></u> Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities The Amazon Rainforest
STRAND / STANDARD	NH.ESS4.	Earth Space Science: The growth of scientific knowledge in Earth Space Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
STANDARD / GLE	S:ESS4:4:3.1.	Local and Global Environmental Issues: Students will distinguish between and provide examples of materials that can be recycled/reused and those that cannot.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 -Land and Water Around Us
STANDARD / GLE	S:ESS4:4:3.2.	Local and Global Environmental Issues: Students will provide examples of technology that have changed the environment and explain whether the effect had a positive or negative impact.  <u><a href="#">Virtual Field Trips</a></u> The Amazon Rainforest - Part 2 - Younger Grades
STANDARD / GLE	S:ESS4:4:3.3.	Local and Global Environmental Issues: Students will explain how to dispose of waste so that it does not harm the environment.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 -Land and Water Around Us Who Lives On a Coral Reef?
STANDARD / GLE	S:ESS4:4:3.4.	Local and Global Environmental Issues: Students will recognize there are pros and cons to using different types of energy, such as solar energy and fossil fuels, and compare the differences.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities
STRAND / STANDARD	NH.LS1.	Life Science: All living organisms have identifiable structures and characteristics that allow for survival (organisms, populations, and species).
STANDARD / GLE	S:LS1:4:1.1.	Classification: Students will recognize and identify the various ways in which living things can be grouped.

		<p><b>Virtual Field Trips</b></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS1:4:1.2.	<p>Classification: Students will sort/classify different living things using similar and different characteristics; and describe why organisms belong to each group or cite evidence about how they are alike or not alike.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS1:4:2.1.	<p>Living Things and Organization: Students will recognize that living organisms have certain structures and systems that perform specific functions, facilitating survival, growth and reproduction.</p> <p><b>Virtual Field Trips</b></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS1:4:2.2.	<p>Living Things and Organization: Students identify and describe the function of the plant structures responsible for food production, water transport, support, reproduction, growth and protection.</p> <p><b>Virtual Field Trips</b></p> <p>The Amazon Rainforest</p>
STANDARD / GLE	S:LS1:4:2.3.	<p>Living Things and Organization: Students identify and explain how the physical structures of an organism (plants or animals) allow it to survive in its habitat/environment (e.g., roots for water; nose to smell fire).</p> <p><b>Virtual Field Trips</b></p> <p>African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?</p>
STANDARD / GLE	S:LS1:4:2.4.	<p>Living Things and Organization: Students identify the basic needs of plants and animals in order to stay alive (i.e., water, air, food, space).</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 -Land and Water Around Us How Coral Reefs Are Formed</p>
STANDARD / GLE	S:LS1:4:3.2.	<p>Reproduction: Students will recognize that living organisms have life cycles, which include birth, growth and development, reproduction, and death; and explain how these life cycles vary for different organisms.</p> <p><b>Virtual Field Trips</b></p> <p>Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed</p>

STANDARD / GLE	S:LS1:4:3.4.	<p><b>Reproduction:</b> Students will predict, sequence, or compare the life stages of organisms (plants and animals): e.g., put images of life stages of an organism in order, predict the next stage in sequence, and compare two organisms.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">Galapagos Islands</a></li> <li><a href="#">Galapagos Islands - Espagnol</a></li> <li><a href="#">How Coral Reefs Are Formed</a></li> </ul>
STRAND / STANDARD	NH.LS2.	Life Science: Energy flows and matter recycles through an ecosystem.
STANDARD / GLE	S:LS2:4:1.1.	<p><b>Environment:</b> Students will describe how the nature of an organism's environment, such as the availability of a food source, the quantity and variety of other species present, and the physical characteristics of the environment affect the organism's patterns of behavior.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">African Safari</a></li> <li><a href="#">Galapagos Islands</a></li> <li><a href="#">Galapagos Islands - Espagnol</a></li> <li><a href="#">How Coral Reefs Are Formed</a></li> <li><a href="#">The Amazon Rainforest</a></li> <li><a href="#">Who Lives On a Coral Reef?</a></li> </ul>
STANDARD / GLE	S:LS2:4:1.2.	<p><b>Environment:</b> Students will describe the interaction of living organisms with nonliving things.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">African Safari</a></li> <li><a href="#">Galapagos Islands</a></li> <li><a href="#">Galapagos Islands - Espagnol</a></li> <li><a href="#">Grade 3 - Geography of Our Communities</a></li> <li><a href="#">How Coral Reefs Are Formed</a></li> <li><a href="#">The Amazon Rainforest</a></li> <li><a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></li> <li><a href="#">Who Lives On a Coral Reef?</a></li> </ul>
STANDARD / GLE	S:LS2:4:2.1.	<p><b>Flow of Energy:</b> Students will recognize that the transfer of energy through food is necessary for all living organisms and describe the organization of food webs.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">Galapagos Islands</a></li> <li><a href="#">Galapagos Islands - Espagnol</a></li> <li><a href="#">Who Lives On a Coral Reef?</a></li> </ul>
STANDARD / GLE	S:LS2:4:3.1.	<p><b>Recycling of Materials:</b> Students will recognize that plants and animals interact with one another in various ways besides providing food, such as seed dispersal or pollination.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">African Safari</a></li> <li><a href="#">Galapagos Islands</a></li> <li><a href="#">Galapagos Islands - Espagnol</a></li> <li><a href="#">Grade 3 - Geography of Our Communities</a></li> <li><a href="#">How Coral Reefs Are Formed</a></li> <li><a href="#">The Amazon Rainforest</a></li> <li><a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></li> <li><a href="#">Who Lives On a Coral Reef?</a></li> </ul>
STANDARD / GLE	S:LS2:4:3.2.	<p><b>Recycling of Materials:</b> Students will describe ways plants and animals depend on each other (e.g., shelter, nesting, food).</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li><a href="#">African Safari</a></li> <li><a href="#">Galapagos Islands</a></li> </ul>

		<b>Galapagos Islands - Espagnol</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>
<b>STRAND / STANDARD</b>	NH.LS3.	<b>Life Science:</b> Groups of organisms show evidence of change over time (e.g. evolution, natural selection, structures, behaviors, and biochemistry).
<b>STANDARD / GLE</b>	S:LS3:4:1.1.	<b>Change:</b> Students will provide examples of how environmental changes can cause different effects on different organisms.  <u>Virtual Field Trips</u> How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STANDARD / GLE</b>	S:LS3:4:1.2.	<b>Change:</b> Students will provide examples of how an organism's inherited characteristics can adapt and change over time in response to changes in the environment.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>STANDARD / GLE</b>	S:LS3:4:1.3.	<b>Change:</b> Students will use information (data or scenario), explain how changes in the environment can cause organisms to respond (e.g., survive there and reproduce, move away, die).  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed The Amazon Rainforest Who Lives On a Coral Reef?
<b>STANDARD / GLE</b>	S:LS3:4:3.2.	<b>Natural Selection:</b> Students will recognize that for any particular environment, some kinds of animals and plants survive well, some less well, and some cannot survive at all.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 2 -Land and Water Around Us How Coral Reefs Are Formed The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
<b>STRAND / STANDARD</b>	NH.LS4.	<b>Life Science:</b> Humans are similar to other species in many ways, and yet are unique among Earth's life forms.
<b>STANDARD / GLE</b>	S:LS4:4:1.1.	<b>Behavior:</b> Students will recognize that an individual organism's behavior is affected by internal cues, such as hunger and thirst; and describe how an organism uses its senses to understand and respond to these cues.  <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol The Amazon Rainforest

		The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
STANDARD / GLE	S:LS4:4:1.2.	<p>Behavior: Students will recognize that an individual organism's behavior is influenced by external cues, such as seasonal change; and describe how an organism might react, such as migrating or hibernating.</p> <p><u>Virtual Field Trips</u>  <a href="#">African Safari</a>  <a href="#">Galapagos Islands</a>  <a href="#">Galapagos Islands - Espagnol</a>  <a href="#">Grade 2 -Land and Water Around Us</a>  <a href="#">How Coral Reefs Are Formed</a>  <a href="#">The Amazon Rainforest</a>  <a href="#">Who Lives On a Coral Reef?</a></p>
STRAND / STANDARD	NH.PS2.	Physical Science: Energy is necessary for change to occur in matter. Energy can be stored, transferred and transformed, but cannot be destroyed.
STANDARD / GLE	S:PS2:4:3.6.	<p>Energy: Given a specific example or illustration (e.g., simple closed circuit, rubbing hands together) students will predict the observable effects of energy (i.e., the bulb lights, a bell rings, hands warm up). A test item may ask, 'What will happen when...?'</p> <p><u>Virtual Field Trips</u>  <a href="#">Grade 3 - Geography of Our Communities</a></p>
STRAND / STANDARD	NH.PS4.	Physical Science: The growth of scientific knowledge in Physical Science has been advanced through the development of technology and is used (alone or in combination with other sciences) to identify, understand and solve local and global issues.
STANDARD / GLE	S:PS4:4:1.1.	<p>Design Technology: Students will understand that materials are used in certain products based on their properties, such as strength and flexibility.</p> <p><u>Virtual Field Trips</u>  <a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></p>
STANDARD / GLE	S:PS4:4:2.2.	<p>Tools: Students will describe how some tools can be used to modify natural materials by processes such as separating, shaping, and joining, to produce new materials.</p> <p><u>Virtual Field Trips</u>  <a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></p>
STANDARD / GLE	S:PS4:4:3.1.	<p>Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will give examples of transportation systems used in New Hampshire, such as buses, trains, cars, and bicycles; and describe the sources of energy they use.</p> <p><u>Virtual Field Trips</u>  <a href="#">Grade 3 - Geography of Our Communities</a></p>
STANDARD / GLE	S:PS4:4:3.2.	<p>Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will explain that manufactured products are designed to solve a problem or meet a need.</p> <p><u>Virtual Field Trips</u>  <a href="#">Grade 3 - Geography of Our Communities</a>  <a href="#">The Amazon Rainforest - Part 2 - Younger Grades</a></p>
STANDARD / GLE	S:PS4:4:3.3.	<p>Social Issues (Local and Global): Energy, Power, and Transportation Manufacturing: Students will provide an example to illustrate that manufacturing involves changing natural materials into finished products; and explain that this results in the production of a large number of objects that look almost identical.</p>

		<u><a href="#">Virtual Field Trips</a></u> The Amazon Rainforest - Part 2 - Younger Grades
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### New Hampshire College and Career Ready Standards

#### Social Studies

Grade: 3 - Adopted: 2006

STRAND / STANDARD	NH.3.	Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	3.1.	The Nature and Purpose of Government: Students will demonstrate an understanding of the nature of governments, and the fundamental ideals of government of the United States.
GRADE LEVEL EXPECTATION	3.1.4.1.	Explain the ideal of the United States system of government, e.g., equal rights or tolerance for others.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
STRAND / STANDARD	NH.3.	Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	3.2.	Structure and Function of United States and New Hampshire Government: Students will demonstrate an understanding of major provisions of the United States and New Hampshire Constitutions, and the organization and operation of government at all levels including the legislative, executive, and judicial branches.
GRADE LEVEL EXPECTATION	3.2.4.1.	Identify the individual functions of the three branches of government and the organization of New Hampshire state government.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 - Our Government At Work Grade 3 - How Government Helps Our Communities
GRADE LEVEL EXPECTATION	3.2.4.2.	Explain how laws and/or policies are made at local and state levels.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 - Living Together Grade 2 - Our Government At Work
STRAND / STANDARD	NH.3.	Civics and Governments: The goal of Civics is to educate students to understand the purpose, structure, and functions of government; the political process; the rule of law; and world affairs. Civics builds on a foundation of history, geography, and economics to teach students to become responsible, knowledgeable citizens, committed to participation in public affairs.
STANDARD / GLE	3.4.	Rights and Responsibilities: Students will demonstrate an understanding of the rights and responsibilities of citizenship, and the ability to apply their knowledge of local, state, and national government through the political process and citizen involvement.
GRADE LEVEL EXPECTATION	3.4.4.1.	Describe the rights of citizens as outlined by the Constitutions of New Hampshire and the United States.  <u><a href="#">Virtual Field Trips</a></u> Grade 2 - Our Government At Work

		<b>Grade 3 - How Government Helps Our Communities</b> <b>Grade 3 - The First Americans</b>
<b>STRAND / STANDARD</b>	NH.4.	Economics: Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.
<b>STANDARD / GLE</b>	4.1.	Economics and the Individual: Students will learn about their role in a free market, how decisions that they make affect the economy, and how changes in the economy can affect them.
<b>GRADE LEVEL EXPECTATION</b>	4.1.4.1.	Identify the factors of production and explain how businesses use these to produce goods and services.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
<b>GRADE LEVEL EXPECTATION</b>	4.1.4.2.	Describe what markets are and define individual's roles as consumers and producers in a market economy using circular flow models.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
<b>GRADE LEVEL EXPECTATION</b>	4.1.4.3.	Explain how decisions by consumers and producers affect and are affected by the economy.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
<b>STRAND / STANDARD</b>	NH.4.	Economics: Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.
<b>STANDARD / GLE</b>	4.2.	Basic Economic Concepts: Students will learn about the pillars of a free market economy and the market mechanism.
<b>GRADE LEVEL EXPECTATION</b>	4.2.4.1.	Explain why needs and wants are unlimited while resources are limited.  <u>Virtual Field Trips</u> Grade 2 - Work and Money Grade 3 - I Am a Consumer
<b>GRADE LEVEL EXPECTATION</b>	4.2.4.2.	Explain why scarcity requires individuals, households, businesses and governments to make economic choices and how economic choices always involve an opportunity cost.  <u>Virtual Field Trips</u>

		<b>Grade 2 - Work and Money</b> <b>Grade 3 - I Am a Consumer</b>
<b>GRADE LEVEL EXPECTATION</b>	4.2.4.3.	<p>Describe different ways individuals, households, businesses and governments make economic decisions, e.g., developing alternative choices or budgets.</p> <p><b>Virtual Field Trips</b> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer</p>
<b>GRADE LEVEL EXPECTATION</b>	4.2.4.4.	<p>Define supply and demand and describe factors that can cause a change in supply and demand.</p> <p><b>Virtual Field Trips</b> Grade 3 - Businesses At Work</p>
<b>GRADE LEVEL EXPECTATION</b>	4.2.4.5.	<p>Explain how prices of goods and services are set in the United States and describe different factors that affect price.</p> <p><b>Virtual Field Trips</b> Grade 3 - Businesses At Work</p>
<b>STRAND / STANDARD</b>	NH.4.	<p><b>Economics:</b> Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>
<b>STANDARD / GLE</b>	4.4.	<p><b>Financial Institutions and the Government:</b> Students will understand how financial institutions and the government work together to stabilize our economy, and how changes in them affect the individual.</p>
<b>GRADE LEVEL EXPECTATION</b>	4.4.4.1.	<p>Identify the characteristics of money.</p> <p><b>Virtual Field Trips</b> Grade 2 - Work and Money</p>
<b>STRAND / STANDARD</b>	NH.4.	<p><b>Economics:</b> Economics is the study of the allocation and utilization of limited resources to meet society's unlimited needs and wants, including how goods and services are produced and distributed. Through economics, students examine the relationship between costs and benefits. They develop an understanding of basic economic concepts; economics in history; how economics affects and is affected by the individual; cycles in the economy; financial institutions and government; and international economics and trade. The goal of economic education is to prepare students to make effective decisions as consumers, producers, savers, investors, and as citizens.</p>
<b>STANDARD / GLE</b>	4.5.	<p><b>International Economics and Trade:</b> Students will recognize the importance of international trade and how economies are affected by it.</p>
<b>GRADE LEVEL EXPECTATION</b>	4.5.4.3.	<p>Explain that trade between countries involves imports and exports and the reasons why countries trade.</p> <p><b>Virtual Field Trips</b> Exploring Cuba Grade 3 - Businesses At Work</p>
<b>STRAND / STANDARD</b>	NH.5.	<p><b>Geography:</b> The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the</p>

		<p>resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>
STANDARD / GLE	5.1.	<p>The World in Spatial Terms: Students will demonstrate the ability to use maps, mental maps, globes, and other graphic tools and technologies to acquire, process, report, and analyze geographic information.</p>
GRADE LEVEL EXPECTATION	5.1.4.1.	<p>Identify and describe the characteristics and purposes of geographic tools: maps, globes, graphs, diagrams, photographs, satellite-produced images, and other technologies.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us</p>
GRADE LEVEL EXPECTATION	5.1.4.2.	<p>Display spatial information on maps and other geographic representations, e.g., home-to-school routes or settings in appropriate children's literature.</p> <p><u>Virtual Field Trips</u> Grade 2 -Land and Water Around Us</p>
GRADE LEVEL EXPECTATION	5.1.4.3.	<p>Locate major physical and human features in the United States and on Earth, e.g., mountain ranges, principal parallels or meridians.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Washington, DC - Grades K - 5</p>
GRADE LEVEL EXPECTATION	5.1.4.4.	<p>Illustrate that places and features are distributed spatially across Earth's surface, e.g., community grid maps or population density maps.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5</p>
GRADE LEVEL EXPECTATION	5.1.4.5.	<p>Recognize the causes and consequences of spatial interaction on Earth's surface, e.g., the origin of consumer goods or transportation routes.</p> <p><u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 2 -Land and Water Around Us Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Paris - City of Light - Grades K - 5</p>
STRAND / STANDARD	NH.5.	<p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize</p>

		complex regional patterns, and appreciate the influence of place on human development.
STANDARD / GLE	5.2.	Places and Regions: Students will demonstrate an understanding of the physical and human geographic features that define places and regions as well as how culture and experience influence people's perceptions of places and regions.
GRADE LEVEL EXPECTATION	5.2.4.1.	<p>Describe the physical and human characteristics of places, e.g., land forms or where people live. Human processes together shape places, e.g., the relationship between elevation and population density in a region or the characteristics of regions along the same latitude.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li>African Safari</li> <li>Exploring Cuba</li> <li>Grade 2 - Land and Water Around Us</li> <li>Grade 3 - Geography of Our Communities</li> <li>Grade 4 - Southeast Region of the U.S.</li> <li>Paris - City of Light - Grades K - 5</li> <li>The Amazon Rainforest</li> <li>The Amazon Rainforest - Part 2 - Younger Grades</li> </ul>
GRADE LEVEL EXPECTATION	5.2.4.3.	<p>Generalize the concept of region as an area of Earth's surface with unifying geographic characteristics, e.g., neighborhoods or climate regions.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li>African Safari</li> <li>Exploring Cuba</li> <li>Grade 2 - Land and Water Around Us</li> <li>Grade 3 - Geography of Our Communities</li> <li>Grade 4 - Southeast Region of the U.S.</li> <li>Paris - City of Light - Grades K - 5</li> <li>The Amazon Rainforest</li> <li>The Amazon Rainforest - Part 2 - Younger Grades</li> </ul>
GRADE LEVEL EXPECTATION	5.2.4.4.	<p>Illustrate the ways in which regions change, e.g., changes in local neighborhoods or changes to the United States through westward expansion.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li>Grade 3 - How The Country Was Settled</li> </ul>
STRAND / STANDARD	NH.5.	<p><b>Geography:</b> The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>
STANDARD / GLE	5.3.	Physical Systems: Students will demonstrate an understanding of the physical processes that shape the patterns of Earth's surface and the characteristics and spatial distribution of ecosystems.
GRADE LEVEL EXPECTATION	5.3.4.1.	<p>Illustrate the components of Earth's physical systems, e.g., a climate or a model of the water cycle.</p> <p><b>Virtual Field Trips</b></p> <ul style="list-style-type: none"> <li>African Safari</li> <li>Exploring Cuba</li> <li>Grade 2 - Land and Water Around Us</li> <li>Grade 4 - Southeast Region of the U.S.</li> <li>The Amazon Rainforest</li> </ul>
GRADE LEVEL EXPECTATION	5.3.4.3.	Describe how the Earth-Sun relationship affects conditions on Earth, e.g., seasons at different locations on Earth, length of

		<p>daylight.</p> <p><u>Virtual Field Trips</u></p> <p>Exploring Cuba</p> <p>Grade 2 -Land and Water Around Us</p>
GRADE LEVEL EXPECTATION	5.3.4.4.	<p>Recognize the components and distribution of ecosystems, e.g., the location of certain plants and animals or the food chain.</p> <p><u>Virtual Field Trips</u></p> <p>African Safari</p> <p>Galapagos Islands</p>
GRADE LEVEL EXPECTATION	5.3.4.5.	<p>Investigate how humans interact with ecosystems, e.g., forest management or impacting wetlands.</p> <p><u>Virtual Field Trips</u></p> <p>African Safari</p> <p>Galapagos Islands</p> <p>Grade 2 -Land and Water Around Us</p> <p>Grade 3 - Geography of Our Communities</p> <p>The Amazon Rainforest</p> <p>The Amazon Rainforest - Part 2 - Younger Grades</p>
STRAND / STANDARD	NH.5.	<p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>
STANDARD / GLE	5.4.	<p>Human Systems: Students will demonstrate an understanding of human migration; the complexity of cultural mosaics; economic interdependence; human settlement patterns; and the forces of cooperation and conflict among peoples.</p>
GRADE LEVEL EXPECTATION	5.4.4.1.	<p>Recognize the distribution of a population and its underlying causes, e.g., rural, suburban or urban.</p> <p><u>Virtual Field Trips</u></p> <p>Grade 3 - Geography of Our Communities</p> <p>Paris - City of Light - Grades K - 5</p>
STRAND / STANDARD	NH.5.	<p>Geography: The real crux of geography is understanding our physical Earth and human-environment interaction: knowing why people settle in an area, how they make their living and the resources they use, why they dress or speak the way they do, and what they do for entertainment. A geographically informed person can draw connections between locations of the Earth, recognize complex regional patterns, and appreciate the influence of place on human development.</p>
STANDARD / GLE	5.5.	<p>Environment and Society: Students will demonstrate an understanding of the connections and consequences of the interactions between Earth's physical and human systems.</p>
GRADE LEVEL EXPECTATION	5.5.4.1.	<p>Illustrate how people modify the physical environment, e.g., irrigation projects or clearing land for human use.</p> <p><u>Virtual Field Trips</u></p> <p>Grade 2 -Land and Water Around Us</p> <p>The Amazon Rainforest</p> <p>The Amazon Rainforest - Part 2 - Younger Grades</p>
GRADE LEVEL EXPECTATION	5.5.4.2.	<p>Examine the ways in which the physical environment provides opportunities or limitations, e.g., natural resources that first attracted settlers or natural hazards that threaten life.</p> <p><u>Virtual Field Trips</u></p>

		<b>Grade 2 -Land and Water Around Us</b> <b>The Amazon Rainforest</b> <b>The Amazon Rainforest - Part 2 - Younger Grades</b>
<b>GRADE LEVEL EXPECTATION</b>	5.5.4.3.	<p>Examine the effects of the use of renewable and nonrenewable resources on human systems, e.g., climate change or fluctuating oil prices.</p> <p><b>Virtual Field Trips</b></p> <p>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 - Southeast Region of the U.S.</p>
<b>GRADE LEVEL EXPECTATION</b>	5.5.4.4.	<p>Describe the role of natural resources in daily life, e.g., food, clothing, or shelter.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Work and Money  Grade 2 -Land and Water Around Us  Grade 3 - A Country of Cultures  Grade 3 - Geography of Our Communities  Grade 3 - I Am a Consumer  Grade 3 - The First Americans  Grade 4 - Southeast Region of the U.S.</p>
<b>GRADE LEVEL EXPECTATION</b>	5.5.4.5.	<p>Compare how people in different regions use the same resource, e.g., water or wood.</p> <p><b>Virtual Field Trips</b></p> <p>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 - Southeast Region of the U.S.</p>
<b>STRAND / STANDARD</b>	NH.6.	<p>New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p>
<b>STANDARD / GLE</b>	6.1.	<p>Political Foundations and Development: Students will demonstrate an understanding of the major ideas, issues and events pertaining to the history of governance in our state and nation.</p>
<b>GRADE LEVEL EXPECTATION</b>	6.1.4.3.	<p>Describe the significance of national and New Hampshire celebrations, monuments, symbols and documents, e.g., Veteran's Day, the Statue of Liberty, Old Man of the Mountain, and the preamble to the New Hampshire Constitution.</p> <p><b>Virtual Field Trips</b></p> <p>Grade 2 - Our Government At Work  Grade 3 - How Government Helps Our Communities  Washington, DC - Grades K - 5</p>
<b>STRAND / STANDARD</b>	NH.6.	<p>New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment.</p>

		<p>Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p>
STANDARD / GLE	6.2.	<p>Contacts, Exchanges &amp; International Relations: Students will demonstrate an understanding of the events, actions and policies of our nation in relation to other peoples and governments over time.</p>
GRADE LEVEL EXPECTATION	6.2.4.1.	<p>Describe the interconnectedness of the world developed using examples, e.g., the contact between Native Americans and European settlers or the location of family members serving in foreign countries.</p> <p><u>Virtual Field Trips</u> Grade 3 - The First Americans</p>
STRAND / STANDARD	NH.6.	<p>New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p>
STANDARD / GLE	6.4.	<p>Economic Systems &amp; Technology: Students will demonstrate an understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>
GRADE LEVEL EXPECTATION	6.4.4.2.	<p>Explore the impact of important technological inventions, e.g., new forms of transportation or housing.</p> <p><u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled</p>
GRADE LEVEL EXPECTATION	6.4.4.3.	<p>Investigate the evolution of the United States economy, e.g., the transition from farms to factories or the trend from small local stores to shopping malls.</p> <p><u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.</p>
STRAND / STANDARD	NH.6.	<p>New Hampshire and United States History: The study of New Hampshire and United States History is important in helping citizens understand and appreciate the legacy of our republic, and to develop the empathy and analytical skills needed to participate intelligently and responsibly in our ongoing democratic experiment. Historical study exposes students to the enduring themes and issues of our past and emboldens them to courageously and compassionately meet the contemporary challenges they will face as individuals in a state, a country and an interdependent world. Ultimately, the study of history will help students plan and implement responsible actions that support and enhance our collective values.</p>
STANDARD / GLE	6.5.	<p>Social/Cultural: Students will demonstrate an understanding of the interaction of various social groups, including their values, beliefs and practices, over time.</p>
GRADE LEVEL EXPECTATION	6.5.4.2.	<p>Describe the impact of major national and state events on everyday life, e.g., the American Revolution or the terrorist attacks on 9.11.2001.</p>

		<p><b>Virtual Field Trips</b>  <b>Grade 2 - Early Americans</b>  <b>Grade 3 - How The Country Was Settled</b>  <b>Grade 3 - The First Americans</b>  <b>Washington, DC - Grades K - 5</b></p>
<b>GRADE LEVEL EXPECTATION</b>	6.5.4.3.	<p>Trace the changes in the roles and lives of women and children and their impact on society, e.g., the family or the workplace.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 - Living Together</b>  <b>Grade 2 - Our Government At Work</b></p>
<b>GRADE LEVEL EXPECTATION</b>	6.5.4.4.	<p>Explore attitudes towards diversity, e.g., segregation or inclusion.</p> <p><b>Virtual Field Trips</b>  <b>Grade 3 - A Country of Cultures</b></p>
<b>GRADE LEVEL EXPECTATION</b>	6.5.4.5.	<p>Describe the reasons why various groups have come to the United States, e.g., enslavement or economic opportunity.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 - Our Government At Work</b>  <b>Grade 3 - A Country of Cultures</b>  <b>Grade 4 - Southeast Region of the U.S.</b></p>
<b>STRAND / STANDARD</b>	NH.7.	<p>World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p>
<b>STANDARD / GLE</b>	7.1.	<p>Political Foundations and Developments: Students will demonstrate an understanding of major events, ideas and issues pertaining to the history of governance.</p>
<b>GRADE LEVEL EXPECTATION</b>	7.1.4.1.	<p>Explain that people of different countries create social and political systems, e.g., a family or a government.</p> <p><b>Virtual Field Trips</b>  <b>Grade 2 - Living Together</b></p>
<b>STRAND / STANDARD</b>	NH.7.	<p>World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p>
<b>STANDARD / GLE</b>	7.3.	<p>World Views and Value systems and their Intellectual and Artistic Expressions: Students will demonstrate their understanding of conceptions of reality, ideals, guidelines of behavior and their forms of expression.</p>

GRADE LEVEL EXPECTATION	7.3.4.1.	<p>Describe ways that societies around the world express themselves artistically through forms, e.g., architecture or folk tales.</p> <p><u>Virtual Field Trips</u>  <u>Exploring Cuba</u>  <u>Grade 2 -Land and Water Around Us</u></p>
STRAND / STANDARD	NH.7.	<p>World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p>
STANDARD / GLE	7.4.	<p>Economic Systems &amp; Technology: Students will demonstrate their understanding of the changing forms of production, distribution and consumption of goods and services over time.</p>
GRADE LEVEL EXPECTATION	7.4.4.1.	<p>Explore how improvements in agriculture enhance human survival using examples, e.g., the exchange between Native Americans and early colonists or feeding the hungry of the world today.</p> <p><u>Virtual Field Trips</u>  <u>Grade 3 - The First Americans</u></p>
STRAND / STANDARD	NH.7.	<p>World History and Contemporary Issues: The study of World History and Contemporary Issues is important in helping citizens understand and appreciate the contemporary challenges they will face as individuals in an interdependent, increasingly connected world. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History fosters an appreciation of the roots of our nation's values and the values and perspectives of other peoples. It illustrates how humans have expressed themselves in different surroundings and at different times, revealing the many commonalities and differences shared by the world's peoples past and present.</p>
STANDARD / GLE	7.5.	<p>Social/Cultural: Students will demonstrate their understanding of the diversity of values, beliefs, and practices of individuals and groups over time.</p>
GRADE LEVEL EXPECTATION	7.5.4.1.	<p>Describe different ways that societies around the world express their values and beliefs through practices, e.g., festivals or dress.</p> <p><u>Virtual Field Trips</u>  <u>Jerusalem - Then and Now (Younger Grades)</u></p>