

Main Criteria: Virginia Standards of Learning

Secondary Criteria: Virtual Field Trips

Subjects: Science, Social Studies

Grade: 4

Correlation Options: Show Correlated

Virginia Standards of Learning

Science

Grade: 4 - Adopted: 2010

STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		SCIENTIFIC INVESTIGATION, REASONING, AND LOGIC
INDICATOR / STANDARD	4.1.	The student will demonstrate an understanding of scientific reasoning, logic, and the nature of science by planning and conducting investigations in which
INDICATOR	4.1.b)	Objects or events are classified and arranged according to characteristics or properties. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		FORCE, MOTION, AND ENERGY
INDICATOR / STANDARD	4.2.	The student will investigate and understand characteristics and interactions of moving objects. Key concepts include
INDICATOR	4.2.a)	Motion is described by an object's direction and speed. <u>Virtual Field Trips</u> National Parks - West - Alaska & Hawaii
STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		LIFE PROCESSES
INDICATOR / STANDARD	4.4.	The student will investigate and understand basic plant anatomy and life processes. Key concepts include
INDICATOR	4.4.a)	The structures of typical plants and the function of each structure. <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR	4.4.b)	Processes and structures involved with plant reproduction. <u>Virtual Field Trips</u> The Amazon Rainforest
INDICATOR	4.4.d)	Adaptations allow plants to satisfy life needs and respond to the environment. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest
STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		LIVING SYSTEMS

INDICATOR / STANDARD	4.5.	The student will investigate and understand how plants and animals, including humans, in an ecosystem interact with one another and with the nonliving components in the ecosystem. Key concepts include
INDICATOR	4.5.a)	Plant and animal adaptations. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?
INDICATOR	4.5.b)	Organization of populations, communities, and ecosystems and how they interrelate. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	4.5.c)	Flow of energy through food webs. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Who Lives On a Coral Reef?
INDICATOR	4.5.d)	Habitats and niches. <u>Virtual Field Trips</u> African Safari Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
INDICATOR	4.5.e)	Changes in an organism's niche at various stages in its life cycle. <u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol How Coral Reefs Are Formed Who Lives On a Coral Reef?
INDICATOR	4.5.f)	Influences of human activity on ecosystems. <u>Virtual Field Trips</u>

		<p>African Safari Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?</p>
STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		INTERRELATIONSHIPS IN EARTH/SPACE SYSTEMS
INDICATOR / STANDARD	4.6.	The student will investigate and understand how weather conditions and phenomena occur and can be predicted. Key concepts include
INDICATOR	4.6.a)	<p>Weather phenomena.</p> <p><u>Virtual Field Trips</u> African Safari National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks of the Western Region - Part 1</p>
STRAND / TOPIC	VA.4.	Virginia 2010 Science Standards of Learning
STANDARD / STRAND		EARTH RESOURCES
INDICATOR / STANDARD	4.9.	The student will investigate and understand important Virginia natural resources. Key concepts include
INDICATOR	4.9.a)	<p>Watersheds and water resources.</p> <p><u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 The Amazon Rainforest Who Lives On a Coral Reef?</p>
INDICATOR	4.9.b)	<p>Animals and plants.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks West - Nevada, California The Amazon Rainforest - Part 2 - Younger Grades</p>
INDICATOR	4.9.c)	<p>Minerals, rocks, ores, and energy sources.</p> <p><u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii The Amazon Rainforest - Part 2 - Younger Grades</p>
INDICATOR	4.9.d)	<p>Forests, soil, and land.</p> <p><u>Virtual Field Trips</u> Galapagos Islands Galapagos Islands - Espagnol Grade 3 - Geography of Our Communities National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1</p>

		The Amazon Rainforest - Part 2 - Younger Grades Who Lives On a Coral Reef?
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Virginia Standards of Learning

Social Studies

Grade: 4 - Adopted: 2015

STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Skills
INDICATOR / STANDARD	VS.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	VS.1.c.	Interpreting charts, graphs, and pictures to determine characteristics of people, places, or events in Virginia history. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.1.d.	Recognizing points of view and historical perspectives. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.1.e.	Comparing and contrasting ideas and cultural perspectives in Virginia history. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.1.f.	Determining relationships with multiple causes or effects in Virginia history. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.1.g.	Explaining connections across time and place. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Virginia: The Physical Geography and Native Peoples
INDICATOR / STANDARD	VS.2.	The student will demonstrate an understanding of the relationship between physical geography and the lives of the native peoples, past and present, of Virginia by:
INDICATOR	VS.2.f.	Describing how archaeologists have recovered new material evidence at sites including Werowocomoco and Jamestown. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Colonization and Conflict: 1607 through the American Revolution
INDICATOR / STANDARD	VS.3.	The student will demonstrate an understanding of the first permanent English settlement in America by:
INDICATOR	VS.3.a.	Explaining the reasons for English colonization. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.3.b.	Describing the economic and geographic influences on the decision to settle at Jamestown. <u>Virtual Field Trips</u> Grade 3 - The First Americans

INDICATOR	VS.3.c.	Describing the importance of the charters of the Virginia Company of London in establishing the Jamestown settlement. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.3.d.	Identifying the importance of the General Assembly (1619) as the first representative legislative body in English America. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.3.e.	Identifying the impact of the arrival of Africans and English women to the Jamestown settlement. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.3.f.	Describing the hardships faced by settlers at Jamestown and the changes that took place to ensure survival. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VS.3.g.	Describing the interactions between the English settlers and the native peoples, including the role of the Powhatan in the survival of the settlers. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Colonization and Conflict: 1607 through the American Revolution
INDICATOR / STANDARD	VS.4.	The student will demonstrate an understanding of life in the Virginia colony by:
INDICATOR	VS.4.a.	Explaining the importance of agriculture and its influence on the institution of slavery. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Colonization and Conflict: 1607 through the American Revolution
INDICATOR / STANDARD	VS.5.	The student will demonstrate an understanding of the role of Virginia in the American Revolution by:
INDICATOR	VS.5.a.	Identifying the reasons why the colonies went to war with Great Britain, as expressed in the Declaration of Independence. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VS.	Virginia Studies
STANDARD / STRAND		Civil War and Postwar Eras
INDICATOR / STANDARD	VS.7.	The student will demonstrate an understanding of the issues that divided our nation and led to the Civil War by:
INDICATOR	VS.7.a.	Explaining the major events and the differences between northern and southern states that divided Virginians and led to secession, war, and the creation of West Virginia. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Geography
INDICATOR / STANDARD	USI.2.	The student will interpret maps, globes, photographs, pictures, or tables to:

INDICATOR	USI.2.a.	Locate the seven continents and five oceans. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Exploration to Revolution: Pre-Columbian Times to the 1770s
INDICATOR / STANDARD	USI.3.	The student will apply social science skills to understand how early cultures developed in North America by:
INDICATOR	USI.3.b.	Locating where the American Indians lived, with emphasis on the Arctic (Inuit), Northwest (Kwakiutl), Plains (Lakota), Southwest (Pueblo), and Eastern Woodlands (Iroquois). <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	USI.3.c.	Describing how the American Indians used the resources in their environment. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Exploration to Revolution: Pre-Columbian Times to the 1770s
INDICATOR / STANDARD	USI.4.	The student will apply social science skills to understand European exploration in North America and West Africa by:
INDICATOR	USI.4.a.	Describing the motivations for, obstacles to, and accomplishments of the Spanish, French, Portuguese, and English explorations. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	USI.4.b.	Describing cultural and economic interactions between Europeans and American Indians that led to cooperation and conflict, with emphasis on the American Indian and European concept of land. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Exploration to Revolution: Pre-Columbian Times to the 1770s
INDICATOR / STANDARD	USI.5.	The student will apply social science skills to understand the factors that shaped colonial America by:
INDICATOR	USI.5.b.	Describing life in the New England, Mid-Atlantic, and Southern colonies, with emphasis on how people interacted with their environment to produce goods and services. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	USI.5.c.	Describing specialization of and interdependence among New England, Mid-Atlantic, and Southern colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	USI.5.d.	Describing colonial life in America from the perspectives of large landowners, farmers, artisans, merchants, women, free African Americans, indentured servants, and enslaved African Americans. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	USI.5.e.	Explaining the political and economic relationships between the colonies and Great Britain. <u>Virtual Field Trips</u>

		Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Revolution and the New Nation: 1770s to the Early 1800s
INDICATOR / STANDARD	USI.6.	The student will apply social science skills to understand the causes and results of the American Revolution by:
INDICATOR	USI.6.a.	Explaining the issues of dissatisfaction that led to the American Revolution. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	USI.6.b.	Describing how political ideas shaped the revolutionary movement in America and led to the Declaration of Independence. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	USI.6.d.	Explaining reasons why the colonies were able to defeat Great Britain. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Expansion and Reform: 1801 to 1861
INDICATOR / STANDARD	USI.8.	The student will apply social science skills to understand westward expansion and reform in America from 1801 to 1861 by:
INDICATOR	USI.8.a.	Describing territorial expansion and how it affected the political map of the United States, with emphasis on the Louisiana Purchase, the Lewis and Clark expedition, and the acquisitions of Florida, Texas, Oregon, and California. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	USI.8.b.	Explaining how geographic and economic factors influenced the westward movement of settlers. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	USI.8.d.	Describing the impact of inventions, including the cotton gin, the reaper, the steamboat, and the steam locomotive, on life in America. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USI.	United States History to 1865
STANDARD / STRAND		Civil War: 1861 to 1865
INDICATOR / STANDARD	USI.9.	The student will apply social science skills to understand the causes, major events, and effects of the Civil War by:
INDICATOR	USI.9.a.	Describing the cultural, economic, and constitutional issues that divided the nation. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	USI.9.b.	Explaining how the issues of states' rights and slavery increased sectional tensions. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present

STANDARD / STRAND		Skills
INDICATOR / STANDARD	USII.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	USII.1.i.	Identifying the rights and responsibilities of citizenship and the ethical use of material or intellectual property. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present
STANDARD / STRAND		Geography
INDICATOR / STANDARD	USII.2.	The student will use maps, globes, photographs, pictures, or tables for:
INDICATOR	USII.2.a.	Explaining how physical features and climate influenced the movement of people westward. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	USII.2.c.	Locating the 50 states and the cities most significant to the development of the United States and explaining what makes those cities significant. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. Washington, DC - Grades K - 5
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present
STANDARD / STRAND		Reconstruction: 1865 to 1877
INDICATOR / STANDARD	USII.3.	The student will apply social science skills to understand the effects of Reconstruction on American life by:
INDICATOR	USII.3.b.	Describing the impact of Reconstruction policies on the South and North. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present
STANDARD / STRAND		Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s
INDICATOR / STANDARD	USII.4.	The student will apply social science skills to understand how life changed after the Civil War by:
INDICATOR	USII.4.a.	Examining the reasons for westward expansion, including its impact on American Indians. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	USII.4.b.	Explaining the reasons for the increase in immigration, growth of cities, and challenges arising from this expansion. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
INDICATOR	USII.4.d.	Explaining the impact of new inventions, the rise of big business, the growth of industry, and the changes to life on American farms in response to industrialization. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present

STANDARD / STRAND		Turmoil and Change: 1890s to 1945
INDICATOR / STANDARD	USII.6.	The student will apply social science skills to understand the social, economic, and technological changes of the early twentieth century by:
INDICATOR	USII.6.b.	Describing the social and economic changes that took place, including prohibition and the Great Migration north and west. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND / TOPIC	VA.SS.USII.	United States History: 1865 to the Present
STANDARD / STRAND		The United States since World War II
INDICATOR / STANDARD	USII.8.	The student will apply social science skills to understand the economic, social, and political transformation of the United States and the world between the end of World War II and the present by:
INDICATOR	USII.8.c.	Examining the role of the United States in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	USII.8.e.	Evaluating and explaining the impact of international trade and globalization on American life. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	CE.1.f.	Determining multiple cause-and-effect relationships that impact political and economic events. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.2.	The student will apply social science skills to understand the foundations of American constitutional government by:
INDICATOR	CE.2.b.	Examining and evaluating the impact of the Magna Carta, charters of the Virginia Company of London, the Virginia Declaration of Rights, the Declaration of Independence, the Articles of Confederation, and the Virginia Statute for Religious Freedom on the Constitution of Virginia and the Constitution of the United States, including the Bill of Rights. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.3.	The student will apply social science skills to understand citizenship and the rights, duties, and responsibilities of citizens by:
INDICATOR	CE.3.d.	Examining the responsibilities of citizenship, including registering and voting, communicating with government officials, participating

		in political campaigns, keeping informed about current issues, and respecting differing opinions in a diverse society. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	CE.3.e.	Evaluating how civic and social duties address community needs and serve the public good. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.6.	The student will apply social science skills to understand the American constitutional government at the national level by:
INDICATOR	CE.6.a.	Describing the structure and powers of the national government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	CE.6.b.	Explaining the principle of separation of powers and the operation of checks and balances. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	CE.6.d.	Describing the roles and powers of the executive branch. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.7.	The student will apply social science skills to understand the American constitutional government at the state level by:
INDICATOR	CE.7.a.	Describing the structure and powers of the state government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	CE.7.b.	Explaining the relationship of state governments to the national government in the federal system. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.8.	The student will apply social science skills to understand the American constitutional government at the local level by:
INDICATOR	CE.8.a.	Describing the structure and powers of the local government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	CE.8.b.	Explaining the relationship of local government to the state government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills

INDICATOR / STANDARD	CE.9.	The student will apply social science skills to understand the judicial systems established by the Constitution of Virginia and the Constitution of the United States by:
INDICATOR	CE.9.a.	Describing the organization of the United States judicial system as consisting of state and federal courts with original and appellate jurisdiction. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.11.	The student will apply social science skills to understand how economic decisions are made in the marketplace by:
INDICATOR	CE.11.a.	Explaining that because of scarcity, consumers, producers, and governments must make choices, understanding that everyone's choice has an opportunity cost. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.12.	The student will apply social science skills to understand the United States economy by:
INDICATOR	CE.12.a.	Describing the characteristics of the United States economy, including limited government, private property, profit, markets, consumer sovereignty, and competition. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work Grade 3 - I Am a Consumer
INDICATOR	CE.12.b.	Describing how in a market economy supply and demand determine prices. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
INDICATOR	CE.12.c.	Describing the types of business organizations and the role of entrepreneurship. <u>Virtual Field Trips</u> Grade 3 - Businesses At Work
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills
INDICATOR / STANDARD	CE.13.	The student will apply social science skills to understand the role of government in the United States economy by:
INDICATOR	CE.13.b.	Explaining how and why government provides certain goods and services. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
INDICATOR	CE.13.c.	Describing how local, state, and federal governments allocate their budgets and collect taxes to pay for goods and services they provide. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND / TOPIC	VA.SS.CE.	Civics and Economics
STANDARD / STRAND		Skills

INDICATOR / STANDARD	CE.14.	The student will apply social science skills to understand personal finance and career opportunities by:
INDICATOR	CE.14.a.	Identifying talents, interests, and aspirations that influence career choice. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
INDICATOR	CE.14.b.	Identifying human capital such as attitudes and behaviors that strengthen the individual work ethic and promote career success. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
INDICATOR	CE.14.c.	Identifying human capital such as abilities, skills, and education and the changing supply of and demand for them in the economy. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
INDICATOR	CE.14.e.	Describing the importance of education to lifelong personal finances. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	WG.1.b.	Using geographic information to determine patterns and trends to understand world regions. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	WG.1.c.	Creating, comparing, and interpreting maps, charts, graphs, and pictures to determine characteristics of world regions. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities
INDICATOR	WG.1.f.	Explaining indirect cause-and-effect relationships to understand geospatial connections. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	WG.1.g.	Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.2.	The student will analyze how physical and ecological processes shape Earth's surface by:
INDICATOR	WG.2.a.	Explaining regional climatic patterns and weather phenomena and their effects on people and places. <u>Virtual Field Trips</u> African Safari Exploring Cuba Grade 4 - Southeast Region of the U.S. The Amazon Rainforest

INDICATOR	WG.2.b.	Describing how humans influence the environment and are influenced by it. <u>Virtual Field Trips</u> The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.3.	The student will apply the concept of a region by:
INDICATOR	WG.3.a.	Explaining how characteristics of regions have led to regional labels. <u>Virtual Field Trips</u> The Amazon Rainforest - Part 2 - Younger Grades
INDICATOR	WG.3.b.	Describing how regional landscapes reflect the physical environment and the cultural characteristics of their inhabitants. <u>Virtual Field Trips</u> African Safari Barcelona - English Barcelona - Espagnol Canada - An Overview Exploring Cuba Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. London - City of Pomp & Majesty National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Paris - City of Light - Grades K - 5 The Amazon Rainforest The Amazon Rainforest - Part 2 - Younger Grades Tokyo - City of Contrasts
INDICATOR	WG.3.c.	Analyzing how cultural characteristics, including the world's major languages, ethnicities, and religions, link or divide regions. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades) The Amazon Rainforest - Part 2 - Younger Grades
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.4.	The student will apply social science skills to evaluate the significance of natural, human, and capital resources by:
INDICATOR	WG.4.a.	Comparing the distribution of major natural resources throughout world regions. <u>Virtual Field Trips</u> 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.
INDICATOR	WG.4.b.	Showing the influence of resources on patterns of economic activity and land use. <u>Virtual Field Trips</u> 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.

INDICATOR	WG.4.c.	Evaluating perspectives regarding the use of resources. <u>Virtual Field Trips</u> 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.
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.5.	The student will analyze the characteristics of the regions of the United States and Canada by:
INDICATOR	WG.5.a.	Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Canada - An Overview Grade 3 - Geography of Our Communities Washington, DC - Grades K - 5
INDICATOR	WG.5.b.	Describing major physical and environmental features. <u>Virtual Field Trips</u> Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
INDICATOR	WG.5.c.	Explaining important economic characteristics. <u>Virtual Field Trips</u> Canada - An Overview
INDICATOR	WG.5.d.	Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Canada - An Overview Grade 3 - Geography of Our Communities Grade 4 - Southeast Region of the U.S. National Parks - West - Alaska & Hawaii National Parks West - Nevada, California National Parks West - Wyoming, Utah National Parks of the Western Region - Part 1 Washington, DC - Grades K - 5
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.6.	The student will analyze the characteristics of the Latin American and Caribbean regions by:
INDICATOR	WG.6.a.	Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	WG.6.b.	Describing major physical and environmental features. <u>Virtual Field Trips</u> Exploring Cuba
INDICATOR	WG.6.c.	Explaining important economic characteristics. <u>Virtual Field Trips</u> Exploring Cuba

INDICATOR	WG.6.d.	Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.7.	The student will analyze the characteristics of the European region by:
INDICATOR	WG.7.a.	Identifying and analyzing the location of major geographic regions and major cities on maps and globes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5
INDICATOR	WG.7.b.	Describing major physical and environmental features. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol London - City of Pomp & Majesty Paris - City of Light - Grades K - 5
INDICATOR	WG.7.d.	Recognizing cultural influences and landscapes. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Paris - City of Light - Grades K - 5
STRAND / TOPIC	VA.SS.WG.	World Geography
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WG.16.	The student will apply social science skills to analyze the patterns of urban development by:
INDICATOR	WG.16.a.	Applying the concepts of site and situation to major cities in each region. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
INDICATOR	WG.16.b.	Explaining how the functions of towns and cities have changed over time. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
INDICATOR	WG.16.c.	Describing the unique influence of urban areas and challenges they face. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol Grade 3 - Geography of Our Communities London - City of Pomp & Majesty

		Paris - City of Light - Grades K - 5 Tokyo - City of Contrasts
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WHI.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	WHI.1.b.	Using geographic information to determine patterns and trends to understand world history. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
INDICATOR	WHI.1.e.	Comparing and contrasting historical, cultural, economic, and political perspectives in world history. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
INDICATOR	WHI.1.f.	Explaining how indirect cause-and-effect relationships impacted people, places, and events in world history. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
INDICATOR	WHI.1.g.	Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Ancient Greece - Birthplace of Democracy Ancient Mayan Civilization Rome - The Eternal City - Part 1
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Human Origins and Early Civilizations, Prehistory to 1000 B.C. (B.C.E.)
INDICATOR / STANDARD	WHI.3.	The student will apply social science skills to understand the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews and Phoenicians, by:
INDICATOR	WHI.3.a.	Locating these civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Ancient Egypt - Land of the Pyramids Jerusalem - Then and Now (Younger Grades)
INDICATOR	WHI.3.b.	Describing the development of social, political, and economic patterns, including slavery. <u>Virtual Field Trips</u>

		Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Younger Grades)
INDICATOR	WHI.3.c.	Explaining the development and interactions of religious traditions. <u>Virtual Field Trips</u> Ancient Egypt - Land of the Pharaohs Jerusalem - Then and Now (Younger Grades)
INDICATOR	WHI.3.d.	Describing the origins, beliefs, traditions, customs, and spread of Judaism. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.5.	The student will apply social science skills to understand ancient Greece in terms of its impact on Western civilization by:
INDICATOR	WHI.5.a.	Locating Greek civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
INDICATOR	WHI.5.b.	Describing the social and religious structure of ancient Greece. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
INDICATOR	WHI.5.e.	Evaluating the significance of the conquest of Greece by Macedonia and the formation and spread of Hellenistic culture by Alexander the Great. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
INDICATOR	WHI.5.f.	Citing and explaining contributions in drama, poetry, history, sculpture, architecture, science, mathematics, and philosophy, with emphasis on Socrates, Plato, and Aristotle. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Classical Civilizations and Rise of Religious Traditions, 1000 B.C. (B.C.E.) to 500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.6.	The student will apply social science skills to understand ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by:
INDICATOR	WHI.6.a.	Locating Roman civilizations in time and place and describing their major geographic features. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
INDICATOR	WHI.6.b.	Describing the social and religious structure of ancient Rome. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
INDICATOR	WHI.6.c.	Describing the social structure and cultural development of the Roman Republic. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1

INDICATOR	WHI.6.d.	Describing and evaluating the political and military structure of the Roman Republic under the rule of Julius Caesar. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1
INDICATOR	WHI.6.f.	Assessing the economic structure of Rome, Rome's imperial conquests, and the Pax Romana. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 1 Rome - The Eternal City - Part 2
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Regional Interactions, 1000 to 1500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.11.	The student will apply social science skills to understand the civilizations and empires of Asia, with emphasis on Japan and China, by:
INDICATOR	WHI.11.b.	Explaining technological advances and transfers, networks of economic interdependence, and cultural interactions. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Regional Interactions, 1000 to 1500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.13.	The student will apply social science skills to understand the major civilizations of the Western Hemisphere, including the Mayan, Aztec, and Incan, by:
INDICATOR	WHI.13.a.	Locating early civilizations in time and place and describing major geographic features. <u>Virtual Field Trips</u> Ancient Mayan Civilization
INDICATOR	WHI.13.b.	Explaining the development of social, political, economic, religious, and cultural patterns in the civilizations of the Americas. <u>Virtual Field Trips</u> Ancient Mayan Civilization
INDICATOR	WHI.13.c.	Evaluating and explaining the European interactions with these societies, with emphasis on trading and economic interdependence. <u>Virtual Field Trips</u> Ancient Mayan Civilization
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Regional Interactions, 1000 to 1500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.14.	The student will apply social science skills to understand the social, economic, and political changes and cultural achievements in the high and late medieval periods by:
INDICATOR	WHI.14.d.	Evaluating and explaining the preservation and transfer to Western Europe of Greek, Roman, and Arabic philosophy, medicine, and science. <u>Virtual Field Trips</u> Ancient Greece - Birthplace of Democracy Rome - The Eternal City - Part 1
STRAND / TOPIC	VA.SS.WHI.	World History and Geography to 1500 A.D. (C.E.)
STANDARD / STRAND		Regional Interactions, 1000 to 1500 A.D. (C.E.)
INDICATOR / STANDARD	WHI.15.	The student will apply social science skills to understand the developments leading to the Renaissance in Europe in terms of its impact on Western civilization by:

INDICATOR	WHI.15.a.	Determining the economic and cultural foundations of the Italian Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
INDICATOR	WHI.15.c.	Citing the contributions of artists and philosophers of the Renaissance, as contrasted with the medieval period, including Leonardo da Vinci, Michelangelo, and Petrarch. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
INDICATOR	WHI.15.d.	Comparing and contrasting the Italian and the Northern Renaissance, and citing the contributions of writers. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		Skills
INDICATOR / STANDARD	WHII.2.	The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by:
INDICATOR	WHII.2.b.	Describing artistic, literary, and intellectual ideas of the Renaissance. <u>Virtual Field Trips</u> Rome - The Eternal City - Part 2
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		Emergence of a Global Age, 1500 to 1800 A.D. (C.E.)
INDICATOR / STANDARD	WHII.4.	The student will apply social science skills to understand the impact of the European Age of Exploration by:
INDICATOR	WHII.4.b.	Describing the geographic expansion into Africa, Asia, and the Americas. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	WHII.4.c.	Comparing and contrasting the social and cultural influences of European settlement on Africa, Asia, and the Americas. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		Emergence of a Global Age, 1500 to 1800 A.D. (C.E.)
INDICATOR / STANDARD	WHII.5.	The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Europe and Russia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by:
INDICATOR	WHII.5.e.	Explaining the causes and effects of the American and French Revolutions. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		Emergence of a Global Age, 1500 to 1800 A.D. (C.E.)
INDICATOR / STANDARD	WHII.6.	The student will apply social science skills to understand the political, cultural, geographic, and economic conditions in Asia from about 1500 A.D. (C.E.) to about 1800 A.D. (C.E.) by:
INDICATOR	WHII.6.a.	Locating Asian empires in time and place and identifying major geographic features.

		<u>Virtual Field Trips</u> Tokyo - City of Contrasts
INDICATOR	WHII.6.e.	Describing the location and development of social and cultural patterns in Japan, with emphasis on the Japanese shogunate. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
INDICATOR	WHII.6.f.	Comparing and contrasting the political and economic systems of Asian empires. <u>Virtual Field Trips</u> Tokyo - City of Contrasts
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		Age of Revolutions and Imperialism
INDICATOR / STANDARD	WHII.9.	The student will apply social science skills to understand global interactions between 1800 to about 1900 by:
INDICATOR	WHII.9.a.	Locating the United States of America, describing its expansion between 1776 and 1900, and assessing its changing role in the world. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		The Modern Era
INDICATOR / STANDARD	WHII.12.	The student will apply social science skills to understand the conflicts during the second half of the twentieth century by:
INDICATOR	WHII.12.b.	Describing the major leaders and events of the Cold War, including the location of major conflicts. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		The Modern Era
INDICATOR / STANDARD	WHII.14.	The student will apply social science skills to understand the global changes during the early twenty-first century by:
INDICATOR	WHII.14.c.	Describing economic interdependence, including the rise of multinational corporations, international organizations, and trade agreements. <u>Virtual Field Trips</u> Exploring Cuba Grade 3 - Businesses At Work
STRAND / TOPIC	VA.SS.WHII.	World History and Geography: 1500 A.D. (C.E.) to the Present
STANDARD / STRAND		The Modern Era
INDICATOR / STANDARD	WHII.15.	The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by:
INDICATOR	WHII.15.a.	Describing their beliefs, sacred writings, traditions, and customs. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
INDICATOR	WHII.15.b.	Locating the geographic distribution of religions in the contemporary world. <u>Virtual Field Trips</u> Jerusalem - Then and Now (Younger Grades)
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Skills

INDICATOR / STANDARD	VUS.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	VUS.1.e.	Comparing and contrasting historical, cultural, economic, and political perspectives in Virginia and United States history. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	VUS.1.f.	Explaining how indirect cause-and-effect relationships impact people, places, and events in Virginia and United States history. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	VUS.1.g.	Analyzing multiple connections across time and place. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	VUS.1.h.	Using a decision-making model to analyze and explain the incentives for and consequences of a specific choice made. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	VUS.1.i.	Identifying the rights and responsibilities of citizenship and ethical use of material and intellectual property. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Early America: Settlement and Colonization
INDICATOR / STANDARD	VUS.2.	The student will apply social science skills to understand the impact of the Age of Exploration by:
INDICATOR	VUS.2.a.	Describing the characteristics of early exploration and evaluating the impact of European settlement in the Americas. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VUS.2.b.	Analyzing the cultural interactions among American Indians, Europeans, and Africans. <u>Virtual Field Trips</u> Grade 3 - The First Americans Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Early America: Settlement and Colonization
INDICATOR / STANDARD	VUS.3.	The student will apply social science skills to understand early European colonization by:
INDICATOR	VUS.3.a.	Evaluating the economic characteristics of the colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	VUS.3.b.	Analyzing how social and political factors impacted the culture of the colonies.

		<u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VUS.3.c.	Explaining the impact of the development of indentured servitude and slavery in the colonies. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Revolution and the New Nation
INDICATOR / STANDARD	VUS.4.	The student will apply social science skills to understand the issues and events leading to and during the Revolutionary Period by:
INDICATOR	VUS.4.c.	Explaining how conflicting loyalties created political differences among the colonists concerning separation from Great Britain. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VUS.4.d.	Analyzing the competing factors that led to colonial victory in the Revolutionary War. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	VUS.4.e.	Evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American political philosophy. <u>Virtual Field Trips</u> Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Revolution and the New Nation
INDICATOR / STANDARD	VUS.5.	The student will apply social science skills to understand the development of the American political system by:
INDICATOR	VUS.5.a.	Examining founding documents to explore the development of American constitutional government, with emphasis on the significance of the Virginia Declaration of Rights and the Virginia Statute for Religious Freedom in the framing of the Bill of Rights. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Expansion
INDICATOR / STANDARD	VUS.6.	The student will apply social science skills to understand major events in Virginia and United States history during the first half of the nineteenth century by:
INDICATOR	VUS.6.b.	Describing the political results of territorial expansion. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	VUS.6.g.	Evaluating and explaining the multiple causes and compromises leading to the Civil War, including the role of the institution of slavery. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Civil War and Reconstruction

INDICATOR / STANDARD	VUS.7.	The student will apply social science skills to understand the Civil War and Reconstruction eras and their significance as major turning points in American history by:
INDICATOR	VUS.7.d.	Evaluating postwar Reconstruction plans presented by key leaders of the Civil War. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		Industrialization
INDICATOR / STANDARD	VUS.8.	The student will apply social science skills to understand how the nation grew and changed from the end of Reconstruction through the early twentieth century by:
INDICATOR	VUS.8.a.	Explaining the westward movement of the population in the United States, with emphasis on the role of the railroads, communication systems, admission of new states to the Union, and the impact on American Indians. <u>Virtual Field Trips</u> Grade 3 - How The Country Was Settled
INDICATOR	VUS.8.b.	Analyzing the factors that transformed the American economy from agrarian to industrial and explaining how major inventions transformed life in the United States, including the emergence of leisure activities. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
INDICATOR	VUS.8.c.	Examining the contributions of new immigrants and evaluating the challenges they faced, including anti-immigration legislation. <u>Virtual Field Trips</u> Grade 3 - A Country of Cultures
INDICATOR	VUS.8.e.	Evaluating and explaining the social and cultural impact of industrialization, including rapid urbanization. <u>Virtual Field Trips</u> Grade 4 - Southeast Region of the U.S.
STRAND / TOPIC	VA.SS.VUS.	Virginia and United States History
STANDARD / STRAND		The United States since World War II
INDICATOR / STANDARD	VUS.12.	The student will apply social science skills to understand the United States' foreign policy during the Cold War era by:
INDICATOR	VUS.12.e.	Evaluating and explaining how policy changes impacted the United States' relationships in Latin America. <u>Virtual Field Trips</u> Exploring Cuba
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.1.	The student will demonstrate skills for historical thinking, geographical analysis, economic decision making, and responsible citizenship by:
INDICATOR	GOVT.1.c.	Comparing and contrasting historical, cultural, economic, and political perspectives. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	GOVT.1.f.	Explaining how cause-and-effect relationships impact political and economic events.

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	GOVT.1.i.	Applying civic virtues and democratic principles to make collaborative decisions. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.2.	The student will apply social science skills to understand the political philosophies that shaped the development of Virginia and United States constitutional government by:
INDICATOR	GOVT.2.e.	Analyzing the natural rights philosophies expressed in the Declaration of Independence. <u>Virtual Field Trips</u> Grade 3 - The First Americans
INDICATOR	GOVT.2.f.	Evaluating and explaining George Mason's Virginia Declaration of Rights, Thomas Jefferson's Virginia Statute for Religious Freedom, and James Madison's leadership role in securing adoption of the Bill of Rights by the First Congress. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.3.	The student will apply social science skills to understand the concepts of democracy by:
INDICATOR	GOVT.3.b.	Recognizing the equality of all citizens under the law. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.4.	The student will apply social science skills to understand the Constitution of the United States by:
INDICATOR	GOVT.4.c.	Examining the fundamental principles upon which the Constitution of the United States is based, including the rule of law, consent of the governed, limited government, separation of powers, and federalism. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Grade 3 - The First Americans Washington, DC - Grades K - 5
INDICATOR	GOVT.4.d.	Defining the structure of the national government outlined in Article I, Article II, and Article III. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.5.	The student will apply social science skills to understand the federal system of government described in the Constitution of the United States by:

INDICATOR	GOVT.5.a.	Evaluating the relationship between the state government and the national government. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.5.b.	Examining the extent to which power is shared. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.5.c.	Identifying the powers denied state and national governments. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.5.d.	Analyzing the ongoing debate that focuses on the balance of power between state and national governments. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.7.	The student will apply social science skills to understand the organization and powers of the national government by:
INDICATOR	GOVT.7.a.	Examining the legislative, executive, and judicial branches. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.7.b.	Analyzing the relationships among the three branches in a system of checks and balances and separation of powers. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.10.	The student will apply social science skills to understand the federal judiciary by:
INDICATOR	GOVT.10.a.	Describing the organization, jurisdiction, and proceedings of federal courts. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.10.c.	Describing how the Supreme Court decides cases. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
INDICATOR	GOVT.10.e.	Investigating and evaluating how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.11.	The student will apply social science skills to understand civil liberties and civil rights by:
INDICATOR	GOVT.11.e.	Examining how civil liberties and civil rights are protected under the law.

		<u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.13.	The student will apply social science skills to understand how world governments and economies compare and contrast with the government and the economy in the United States by:
INDICATOR	GOVT.13.a.	Describing the distribution of governmental power. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities Washington, DC - Grades K - 5
INDICATOR	GOVT.13.b.	Explaining the relationship between the legislative and executive branches. <u>Virtual Field Trips</u> Grade 3 - How Government Helps Our Communities
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.14.	The student will apply social science skills to understand economic systems by:
INDICATOR	GOVT.14.b.	Comparing the characteristics of traditional, free market, command, and mixed economies, as described by Adam Smith and Karl Marx. <u>Virtual Field Trips</u> Washington, DC - Grades K - 5
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.15.	The student will apply social science skills to understand the role of government in the Virginia and United States economies by:
INDICATOR	GOVT.15.a.	Describing the provision of government goods and services that are not readily produced by the market. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
INDICATOR	GOVT.15.c.	Investigating and describing the types and purposes of taxation that are used by local, state, and federal governments to pay for services provided by the government. <u>Virtual Field Trips</u> Barcelona - English Barcelona - Espagnol
STRAND / TOPIC	VA.SS.GOV.T.	Virginia and United States Government
STANDARD / STRAND		Skills
INDICATOR / STANDARD	GOVT.16.	The student will apply social science skills to understand that in a democratic republic, thoughtful and effective participation in civic life is characterized by:
INDICATOR	GOVT.16.h.	Practicing personal and fiscal responsibility. <u>Virtual Field Trips</u> Grade 3 - I Am a Consumer