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

**Subjects:** Science, Social Studies

**Grades:** 3, 4, 5, 6, 7, 8

### Virtual Field Trips

#### Exploring Cuba

**Grade 3** - Adopted: **2010**

**Social Studies**

**Definition**

NCSS.1. CULTURE

**Category**

KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION**

1.1.1. 'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

1.1.4. How culture may change in response to changing needs and concerns.

1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

**Theme**

NCSS.1. CULTURE

**Definition**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**Category**

PROCESSES - Learners will be able to:

**LEARNING EXPECTATION**

1.2.2. Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.

**Theme**

NCSS.2. TIME, CONTINUITY, AND CHANGE

**Definition**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**Category**

KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION**

2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

**Theme**

NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

**Definition**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
National Council for the Social Studies (NCSS)

Social Studies

**Grade 4** - Adopted: **2010**

**THEME** NCSS.1. CULTURE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY** 1.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 1.1.1. 'Culture' refers to the behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**LEARNING EXPECTATION** 1.1.2. Concepts such as: similarities, differences, beliefs, values, cohesion, and diversity.

**LEARNING EXPECTATION** 1.1.4. How culture may change in response to changing needs and concerns.

**LEARNING EXPECTATION** 1.1.6. How peoples from different cultures develop different values and ways of interpreting experience.

**THEME** NCSS.1. CULTURE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY** 1.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION** 1.2.2. Explore and describe similarities and differences in the ways various cultural groups meet similar needs and concerns.

**THEME** NCSS.2. TIME, CONTINUITY, AND CHANGE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY** 2.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 2.1.5. Key symbols and traditions that are carried from the past into the present by diverse cultures in the United States and world.

THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY 3.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 3.1.5. Physical changes in community, state, and region, such as seasons, climate, and weather, and their effects on plants and animals.

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY 5.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 5.1.2. Concepts such as: community, culture, role, competition, cooperation, rules, and norms.

THEME NCSS.9. GLOBAL CONNECTIONS

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY 9.2. PROCESSES - Learners will be able to:

LEARNING EXPECTATION 9.2.4. Describe examples in which language, art, music, belief systems, and other cultural elements can facilitate global understanding or cause misunderstanding.

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National Council for the Social Studies (NCSS)

Social Studies

Grade 5 - Adopted: 2010

THEME NCSS.1. CULTURE

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.1. KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION 1.1.1. 'Culture'' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

LEARNING EXPECTATION 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

THEME NCSS.1. CULTURE

DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY 1.2. PROCESSES - Learners will be able to:
1.2.1. Ask and find answers to questions related to culture.

1.2.7. Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

**THEME**

**NCSS.2. TIME, CONTINUITY, AND CHANGE**

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY**

2.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION**

2.1.6. The origins and influences of social, cultural, political, and economic systems.

**THEME**

**NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS**

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

**CATEGORY**

3.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION**

3.1.1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.

3.1.3. Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.

3.1.5. The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).

**THEME**

**NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS**

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY**

5.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION**

5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

5.1.9. That groups and institutions influence culture in a variety of ways.

**THEME**

**NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS**

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY**

5.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION**

5.2.4. Understand examples of tensions between belief systems and governmental actions and policies.

**THEME**

**NCSS.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION**

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

**CATEGORY**

7.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION**

7.2.1. Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context.
THEME  NCSS.9. GLOBAL CONNECTIONS

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY  9.1.  KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION  9.1.2.  Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).

THEME  NCSS.9. GLOBAL CONNECTIONS

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY  9.2.  PROCESSES - Learners will be able to:

LEARNING EXPECTATION  9.2.3.  Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

LEARNING EXPECTATION  9.2.7.  Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.

National Council for the Social Studies (NCSS)
Social Studies

Grade 6 - Adopted: 2010

THEME  NCSS.1. CULTURE

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY  1.1.  KNOWLEDGE - Learners will understand:

LEARNING EXPECTATION  1.1.1.  ‘Culture’ refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION  1.1.3.  How culture influences the ways in which human groups solve the problems of daily living.

LEARNING EXPECTATION  1.1.6.  That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

LEARNING EXPECTATION  1.1.7.  How people from different cultures develop different values and ways of interpreting experience.

THEME  NCSS.1. CULTURE

DEFINITION  SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

CATEGORY  1.2.  PROCESSES - Learners will be able to:

LEARNING EXPECTATION  1.2.1.  Ask and find answers to questions related to culture.

LEARNING EXPECTATION  1.2.7.  Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

THEME  NCSS.2. TIME, CONTINUITY, AND CHANGE
**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY** 2.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 2.1.6. The origins and influences of social, cultural, political, and economic systems.

**THEME** NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

**CATEGORY** 3.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 3.1.1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.

**LEARNING EXPECTATION** 3.1.3. Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.

**LEARNING EXPECTATION** 3.1.5. The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).

**THEME** NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY** 5.1. KNOWLEDGE - Learners will understand:

**LEARNING EXPECTATION** 5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

**LEARNING EXPECTATION** 5.1.9. That groups and institutions influence culture in a variety of ways.

**THEME** NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

**CATEGORY** 5.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION** 5.2.4. Understand examples of tensions between belief systems and governmental actions and policies.

**THEME** NCSS.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

**CATEGORY** 7.2. PROCESSES - Learners will be able to:

**LEARNING EXPECTATION** 7.2.1. Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context.

**THEME** NCSS.9. GLOBAL CONNECTIONS

**DEFINITION**

SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

**CATEGORY** 9.1. KNOWLEDGE - Learners will understand:
Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).

**THEME** NCSS.9. GLOBAL CONNECTIONS

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

**CATEGORY** 9.2.

**LEARNING EXPECTATION** 9.2.3. Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

**LEARNING EXPECTATION** 9.2.7. Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.

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**Grade 7 - Adopted: 2010**

**Social Studies**

**THEME** NCSS.1. CULTURE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY** 1.1.

**LEARNING EXPECTATION** 1.1.1. 'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

**LEARNING EXPECTATION** 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

**LEARNING EXPECTATION** 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

**LEARNING EXPECTATION** 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

**THEME** NCSS.1. CULTURE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY.

**CATEGORY** 1.2.

**LEARNING EXPECTATION** 1.2.1. Ask and find answers to questions related to culture.

**LEARNING EXPECTATION** 1.2.7. Draw inferences from data about the ways in which given cultures respond to persistent human issues, and how culture influences those responses.

**THEME** NCSS.2. TIME, CONTINUITY, AND CHANGE

**DEFINITION**
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.

**CATEGORY** 2.1.

**LEARNING EXPECTATION** 2.1.6. The origins and influences of social, cultural, political, and economic systems.
THEME NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.

CATEGORY
3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION
3.1.1. The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.

LEARNING EXPECTATION
3.1.3. Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.

LEARNING EXPECTATION
3.1.5. The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).

THEME NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INTERACTIONS AMONG INDIVIDUALS, GROUPS, AND INSTITUTIONS.

CATEGORY
5.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION
5.1.2. Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

LEARNING EXPECTATION
5.1.9. That groups and institutions influence culture in a variety of ways.

THEME NCSS.7. PRODUCTION, DISTRIBUTION, AND CONSUMPTION

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE ORGANIZE FOR THE PRODUCTION, DISTRIBUTION, AND CONSUMPTION OF GOODS AND SERVICES.

CATEGORY
7.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION
7.2.1. Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context.

THEME NCSS.9. GLOBAL CONNECTIONS

DEFINITION
SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF GLOBAL CONNECTIONS AND INTERDEPENDENCE.

CATEGORY
9.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION
9.1.2. Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).
That provide for the study of global connections and interdependence.

Category 9.2. Processes - Learners will be able to:

Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to misunderstanding between cultures.

Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.

National Council for the Social Studies (NCSS)

Social Studies

Grade 8 - Adopted: 2010

Theme NCSS.1. Culture

Definition Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Category 1.1. Knowledge - Learners will understand:

LEARNING EXPECTATION 1.1.1. 'Culture' refers to the socially transmitted behaviors, beliefs, values, traditions, institutions, and ways of living together of a group of people.

LEARNING EXPECTATION 1.1.3. How culture influences the ways in which human groups solve the problems of daily living.

LEARNING EXPECTATION 1.1.6. That culture may change in response to changing needs, concerns, social, political, and geographic conditions.

LEARNING EXPECTATION 1.1.7. How people from different cultures develop different values and ways of interpreting experience.

Theme NCSS.2. Time, Continuity, and Change

Definition Social studies programs should include experiences that provide for the study of the past and its legacy.

Category 2.1. Knowledge - Learners will understand:

LEARNING EXPECTATION 2.1.6. The origins and influences of social, cultural, political, and economic systems.

Theme NCSS.3. People, Places, and Environments

Definition Social studies programs should include experiences that provide for the study of people, places, and environments.

Category 3.1. Knowledge - Learners will understand:
The theme of people, places, and environments involves the study of the relationships between human populations in different locations and geographic phenomena such as climate, vegetation, and natural resources.

Past and present changes in physical systems, such as seasons, climate, and weather, and the water cycle, in both national and global contexts.

The concept of regions identifies links between people in different locations according to specific criteria (e.g., physical, economic, social, cultural, or religious).

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Concepts such as: mores, norms, status, role, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, race, ethnicity, and gender.

That groups and institutions influence culture in a variety of ways.

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

Understand examples of tensions between belief systems and governmental actions and policies.

Ask and find answers to questions about the production and distribution of goods and services in the state and nation, and in a global context.

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Global factors such as cultural, economic, and political connections are changing the places in which people live (e.g., through trade, migration, increased travel, and communication).

Investigate and explain the ways in which aspects of culture, such as language, beliefs, and traditions, may facilitate understanding, or lead to
misunderstanding between cultures.

Describe and explain the relationships and tensions between national sovereignty and global interests in such matters as territorial rights, natural resources, trade, the different uses of technology, and the welfare of people.

**National Geography Standards (NGS)**

**Social Studies**

**Grade 3 - Adopted: 2012**

**ESSENTIAL ELEMENT**  
**NGS.PR.** Places and Regions

**STANDARD**  
**PR.4.** The physical and human characteristics of places

**STRAND**  
**PR.4.2.** The Characteristics of Places: Places have physical and human characteristics

**BENCHMARK**  
**PR.4.2.A.** Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

**EXPECTATION**  
**PR.4.2.A.3.** Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

**ESSENTIAL ELEMENT**  
**NGS.PS.** Physical Systems

**STANDARD**  
**PS.7.** The physical processes that shape the patterns of Earth's surface

**STRAND**  
**PS.7.1.** Components of Earth's Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)

**BENCHMARK**  
**PS.7.1.A.** Identify attributes of Earth's different physical systems, as exemplified by being able to

**EXPECTATION**  
**PS.7.1.A.1.** Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

**EXPECTATION**  
**PS.7.1.A.3.** Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

**ESSENTIAL ELEMENT**  
**NGS.PS.** Physical Systems

**STANDARD**  
**PS.7.** The physical processes that shape the patterns of Earth's surface

**STRAND**  
**PS.7.2.** Earth-Sun Relationships: Earth-Sun relationships affect conditions on Earth

**BENCHMARK**  
**PS.7.2.A.** Describe how Earth’s position relative to the Sun affects conditions on Earth, as exemplified by being able to

**EXPECTATION**  
**PS.7.2.A.1.** Describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

**EXPECTATION**  
**PS.7.2.A.2.** Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

**ESSENTIAL ELEMENT**  
**NGS.ES.** Environment and Society

**STANDARD**  
**ES.15.** How physical systems affect human systems

**STRAND**  
**ES.15.1.** Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities

**BENCHMARK**  
**ES.15.1.A.** Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION ES.15.1.A.2. Identify and describe examples of places that offer vacation activities for people because of the physical environment (e.g., snow skiing, ocean beaches, boating, river rafting).

ESSENTIAL ELEMENT NGS.ES. Environment and Society
STANDARD ES.15. How physical systems affect human systems
STRAND ES.15.1. Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK ES.15.1.B. Describe examples in which the physical environment imposes constraints on human activities, as exemplified by being able to
EXPECTATION ES.15.1.B.2. Describe examples in which human activities are limited by different types of climates (e.g., cold or polar, rainy or dry, equatorial).

ESSENTIAL ELEMENT NGS.UG. The Uses of Geography
STANDARD UG.18. How to apply geography to interpret the present and plan for the future
STRAND UG.18.3. Perceptions of Geographic Contexts: People’s perceptions of the world—places, regions, and environments—are constantly changing
BENCHMARK UG.18.3.A. Explain how people’s perceptions of the world can change with new information and new experiences, as exemplified by being able to
EXPECTATION UG.18.3.A.1. Describe a recent trip and explain what preconceived thoughts were about the place compared with how it turned out to be in reality.

National Geography Standards (NGS)

Social Studies

Grade 4 - Adopted: 2012

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.4. The physical and human characteristics of places
STRAND PR.4.2. The Characteristics of Places: Places have physical and human characteristics
BENCHMARK PR.4.2.A. Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to
EXPECTATION PR.4.2.A.3. Describe and compare the physical environments and landforms of different places in the world (e.g., mountains, islands, valleys or canyons, mesas).

ESSENTIAL ELEMENT NGS.PS. Physical Systems
STANDARD PS.7. The physical processes that shape the patterns of Earth's surface
STRAND PS.7.1. Components of Earth’s Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)
BENCHMARK PS.7.1.A. Identify attributes of Earth's different physical systems, as exemplified by being able to
EXPECTATION PS.7.1.A.1. Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).
EXPECTATION PS.7.1.A.3. Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).
National Geography Standards (NGS)

Social Studies

Grade 5 - Adopted: 2012

### ESSENTIAL ELEMENT

<table>
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<tr>
<th>NGS.WST.</th>
<th>The World in Spatial Terms</th>
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<tr>
<td>STAND 1</td>
<td>How to use mental maps to organize information about people, places, and environments in a spatial context</td>
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</tbody>
</table>
Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions

Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to

Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface

STRAND WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION WST.3.3.A.3. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

ESSENTIAL ELEMENT NGS.PR. Places and Regions

STANDARD PR.6. How culture and experience influence people's perceptions of places and regions

STRAND PR.6.2. Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences

Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).

Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND PS.8.3. Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes

Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

Expect how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.
### Human Systems

**Standard HS.10.** The characteristics, distribution, and complexity of Earth's cultural mosaics

**Strand HS.10.3.** Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology

**Benchmark HS.10.3.A.** Describe and explain the processes of cultural diffusion, as exemplified by being able to identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

### Environment and Society

**Standard ES.15.** How physical systems affect human systems

**Strand ES.15.2.** Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global

**Benchmark ES.15.2.B.** Explain the causes and locations of various types of environmental hazards, as exemplified by being able to describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

### The World in Spatial Terms

**Standard WST.2.** How to use mental maps to organize information about people, places, and environments in a spatial context

**Strand WST.2.3.** Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions

**Benchmark WST.2.3.A.** Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.

### National Geography Standards (NGS)

**Social Studies**

**Grade 6 - Adopted: 2012**

**Standard WST.3.** How to analyze the spatial organization of people, places, and environments on Earth's surface

**Strand WST.3.3.** Spatial Models: Models are used to represent spatial processes that shape human and physical systems

**Benchmark WST.3.3.A.** Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to
EXPECTATION WST.3.3.A.1 Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

ESSENTIAL ELEMENT NGS.PR. Places and Regions

STANDARD PR.6. How culture and experience influence people's perceptions of places and regions

STRAND PR.6.2. Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences

BENCHMARK PR.6.2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

EXPECTATION PR.6.2.A.2. Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).

EXPECTATION PR.6.2.A.3. Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND PS.8.3. Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes

BENCHMARK PS.8.3.A. Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A.3. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

ESSENTIAL ELEMENT NGS.HS. Human Systems

STANDARD HS.10. The characteristics, distribution, and complexity of Earth's cultural mosaics

STRAND HS.10.3. Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology

BENCHMARK HS.10.3.A. Describe and explain the processes of cultural diffusion, as exemplified by being able to

EXPECTATION HS.10.3.A.3. Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.15. How physical systems affect human systems

STRAND ES.15.2. Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global

BENCHMARK ES.15.2.B. Explain the causes and locations of various types of environmental hazards, as exemplified by being able to
EXPECTATION ES.15.2.B.1. Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

**National Geography Standards (NGS)**

**Social Studies**

**Grade 7 - Adopted: 2012**

**ESSENTIAL ELEMENT** NGS.WST. The World in Spatial Terms

**STANDARD** WST.2. How to use mental maps to organize information about people, places, and environments in a spatial context

**STRAND** WST.2.3. Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and regions

**BENCHMARK** WST.2.3.A. Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.

**EXPECTATION** WST.2.3.A.3. Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.

**ESSENTIAL ELEMENT** NGS.WST. The World in Spatial Terms

**STANDARD** WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface

**STRAND** WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

**BENCHMARK** WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

**EXPECTATION** WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

**ESSENTIAL ELEMENT** NGS.PR. Places and Regions

**STANDARD** PR.6. How culture and experience influence people's perceptions of places and regions

**STRAND** PR.6.2. Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences

**BENCHMARK** PR.6.2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).
### Physical Systems

#### STANDARD PS.8.
The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

#### STRAND PS.8.3.
Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes

#### BENCHMARK PS.8.3.A.
Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

### Human Systems

#### STANDARD HS.10.
The characteristics, distribution, and complexity of Earth's cultural mosaics

#### STRAND HS.10.3.
Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology

#### BENCHMARK HS.10.3.A.
Describe and explain the processes of cultural diffusion, as exemplified by being able to identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

### Environment and Society

#### STANDARD ES.15.
Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global

#### BENCHMARK ES.15.2.B.
Explain the causes and locations of various types of environmental hazards, as exemplified by being able to describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

## National Geography Standards (NGS)

### Social Studies

#### Grade 8 - Adopted: 2012

#### ESSENTIAL ELEMENT NGS.WST.
The World in Spatial Terms

#### STANDARD WST.2.
How to use mental maps to organize information about people, places, and environments in a spatial context

#### STRAND WST.2.3.
Using Mental Maps: Mental maps are used to answer geographic questions about locations, characteristics, and patterns of places and
regions

Identify from memory and describe the locations, characteristics, and patterns of places and regions to answer geographic questions, as exemplified by being able to

Identify from memory the distribution, pattern, and characteristics of major world deserts and mountain ranges that can be barriers to travel or settlement.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

STANDARD WST.3. How to analyze the spatial organization of people, places, and environments on Earth's surface

STRAND WST.3.3. Spatial Models: Models are used to represent spatial processes that shape human and physical systems

BENCHMARK WST.3.3.A. Describe the processes that shape human and physical systems (e.g., diffusion, migration, and plate tectonics) using models, as exemplified by being able to

EXPECTATION WST.3.3.A.1. Describe a model that illustrates the diffusion of cultural characteristics (e.g., music styles, clothing styles, fast-food preferences).

ESSENTIAL ELEMENT NGS.PR. Places and Regions

STANDARD PR.6. How culture and experience influence people's perceptions of places and regions

STRAND PR.6.2. Changes in the Perception of Places and Regions: Perceptions of places and regions change by incorporating multiple direct and indirect experiences

BENCHMARK PR.6.2.A. Analyze the ways in which people change their views of places and regions as a result of media reports or interactions with other people, as exemplified by being able to

EXPECTATION PR.6.2.A.2. Analyze the way in which traveling to a new place (city, state, or country) may change prior views of that place to more informed and developed views based on the experiences there (e.g., travel for sporting contests at schools, travel for outdoor recreational activities, travel for historical interests or visiting museums).

EXPECTATION PR.6.2.A.3. Analyze the effects of different sources of information that may cause people to change their views of a place or region (e.g., travel brochures or guidebooks, cable travel channels or documentaries, information from friends or family).

ESSENTIAL ELEMENT NGS.PS. Physical Systems

STANDARD PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface

STRAND PS.8.3. Characteristics and Geographic Distribution of Biomes: Climate primarily determines the characteristics and geographic distribution of biomes

BENCHMARK PS.8.3.A. Describe and explain how climate (temperature and rainfall) primarily determines the characteristics and geographic distribution of biomes, as exemplified by being able to

EXPECTATION PS.8.3.A.3. Explain how biomes do not always follow lines of latitude by identifying the influences of oceans and mountain ranges on the distribution of climate and vegetation.

ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD  HS.10.  The characteristics, distribution, and complexity of Earth's cultural mosaics

STRAND  HS.10.3.  Cultural Diffusion and Change: Changes in cultural characteristics and the distribution of cultures result from migration of people and the diffusion of ideas and technology

BENCHMARK  HS.10.3.A.  Describe and explain the processes of cultural diffusion, as exemplified by being able to identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

EXPECTATION  HS.10.3.A.3.  Identify the origins of different music genres and describe the spatial role of music in cultural diffusion (e.g., Latin Salsa music, Jazz and Blues music, rock and roll music).

ESSENTIAL ELEMENT  NGS.ES.  Environment and Society

STANDARD  ES.15.  How physical systems affect human systems

STRAND  ES.15.2.  Environmental Hazards: The types, causes, and characteristics of environmental hazards occur at a variety of scales from local to global

BENCHMARK  ES.15.2.B.  Explain the causes and locations of various types of environmental hazards, as exemplified by being able to describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).

EXPECTATION  ES.15.2.B.1.  Describe the physical environmental conditions that create or result in different environmental hazards (e.g., plate tectonics causing earthquakes, sea surface temperatures contributing to hurricane development in the Atlantic, strong frontal systems in thunderstorms spawning tornadoes).