Virtual Field Trips

Grade 1 - The Earth Around Us

National Council for the Social Studies (NCSS)
Social Studies

Grade K - Adopted: 2010

THEME    NCSS.1. CULTURE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
               THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL
               DIVERSITY.
CATEGORY  1.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 1.2.1. Ask and find answers to questions related to culture in the contexts of school,
                           community, state, and region.

THEME    NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
               THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY  2.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION 2.2.1. Ask and find answers to questions related to the past in school, community,
                            state and regional contexts.

THEME    NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
               THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND
               ENVIRONMENTS.
CATEGORY  3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION 3.1.3. Physical and human characteristics of the school, community, state, and region,
                            and the interactions of people in these places with the environment.
LEARNING EXPECTATION 3.1.4. Factors influencing various community, state, and regional patterns of human
                            settlement, such as the availability of land and water, and places for people to
                            live.
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.
LEARNING EXPECTATION 3.1.7. Benefits and problems resulting from the discovery and use of resources.
THEME    NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES
               THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND
               ENVIRONMENTS.
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<th>CATEGORY</th>
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<tr>
<td>3.2.</td>
<td>Processes - Learners will be able to:</td>
<td>3.2.1.</td>
<td>Ask and find answers to geographic questions related to the school, community, state, region, and world.</td>
<td>4.3. Products - Learners demonstrate understanding by:</td>
<td>4.3.4.</td>
<td>Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.</td>
<td>4.3.</td>
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<tr>
<td>4.3.</td>
<td>Social Studies programs should include experiences that provide for the study of individuals, groups, and institutions.</td>
<td>4.3.5.</td>
<td>That science often leads to new technology in areas such as communication and transportation, and results in change over time.</td>
<td>5.1. Knowledge - Learners will understand:</td>
<td>5.1.2.</td>
<td>Concepts such as: community, culture, role, competition, cooperation, rules, and norms.</td>
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<td>5.1.</td>
<td>Social Studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.</td>
<td>5.1.5.</td>
<td>That science often leads to new technology in areas such as communication and transportation, and results in change over time.</td>
<td>8.1. Knowledge - Learners will understand:</td>
<td>8.1.5.</td>
<td>That science often leads to new technology in areas such as communication and transportation, and results in change over time.</td>
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National Council for the Social Studies (NCSS)

Social Studies

**Grade 1 - Adopted: 2010**

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<tr>
<td>NCSS.1. Culture</td>
<td>Social Studies programs should include experiences that provide for the study of culture and cultural diversity.</td>
<td>1.2. Processes - Learners will be able to:</td>
<td>1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region.</td>
<td>NCSS.2. Time, Continuity, and Change</td>
<td>Social Studies programs should include experiences that provide for the study of the past and its legacy.</td>
<td>2.2. Processes - Learners will be able to:</td>
<td>2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.</td>
<td>NCSS.3. People, Places, and Environments</td>
<td>Social Studies programs should include experiences that provide for the study of people, places, and environments.</td>
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and the interactions of people in these places with the environment.

Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.

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

Benefits and problems resulting from the discovery and use of resources.

NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS

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

NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY

SOCIALLY STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.

NCSS.5. INDIVIDUALS, GROUPS, AND INSTITUTIONS

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

NCSS.8. SCIENCE, TECHNOLOGY, AND SOCIETY

SOCIALLY STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.

Grade 2 - Adopted: 2010

NCSS.1. CULTURE

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

NCSS.1.2. PROCESSES - Learners will be able to:

Ask and find answers to questions related to culture in the contexts of school, community, state, and region.
THEME: NCSS.2. TIME, CONTINUITY, AND CHANGE
DEFINITION: SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY.
CATEGORY: 2.2. PROCESSES - Learners will be able to:
LEARNING EXPECTATION: 2.2.1. Ask and find answers to questions related to the past in school, community, state and regional contexts.

THEME: NCSS.3. PEOPLE, PLACES, AND ENVIRONMENTS
DEFINITION: SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF PEOPLE, PLACES, AND ENVIRONMENTS.
CATEGORY: 3.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION: 3.1.3. Physical and human characteristics of the school, community, state, and region, and the interactions of people in these places with the environment.
LEARNING EXPECTATION: 3.1.4. Factors influencing various community, state, and regional patterns of human settlement, such as the availability of land and water, and places for people to live.
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.
LEARNING EXPECTATION: 3.1.7. Benefits and problems resulting from the discovery and use of resources.

THEME: NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY
DEFINITION: SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY.
CATEGORY: 4.3. PRODUCTS - Learners demonstrate understanding by:
LEARNING EXPECTATION: 4.3.4. Studying important people in the community and nation, at the present time or in the past, to list qualities that make them special.

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.8. SCIENCE, TECHNOLOGY, AND SOCIETY
DEFINITION: SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF RELATIONSHIPS AMONG SCIENCE, TECHNOLOGY, AND SOCIETY.
CATEGORY: 8.1. KNOWLEDGE - Learners will understand:
LEARNING EXPECTATION: 8.1.5. That science often leads to new technology in areas such as communication and transportation, and results in change over time.
National Geography Standards (NGS)

Science

Grade K - 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 identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

**EXPECTATION**

**PS.7.1.A.2.** Identify examples of landforms on Earth's surface (e.g., mountains, volcanoes, valleys, plains).

**EXPECTATION**

**PS.7.1.A.3.** Identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

**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 describe the relationship between the cycle of seasons and months in the Northern and Southern hemispheres.

**EXPECTATION**

**PS.7.2.A.1.** Describe the differences in seasons based on latitude (e.g., first and last frost in different locations, length of growing season, bird migrations).

**EXPECTATION**

**PS.7.2.A.2.** Identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

**ESSENTIAL ELEMENT**

**NGS.PS.** Physical Systems

**STANDARD**

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

**STRAND**

**PS.7.3.** Physical Processes: Physical processes shape features on Earth’s surface

**BENCHMARK**

**PS.7.3.A.** Identify examples of physical processes, as exemplified by being able to identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

**EXPECTATION**

**PS.7.3.A.1.** Identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).
BENCHMARK PS.7.3.B. Describe how physical processes shape features on Earth’s surface, as exemplified by being able to

EXPECTATION PS.7.3.B.2. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

ESSENTIAL ELEMENT NGS.HS. Human Systems

STANDARD HS.11. The patterns and networks of economic interdependence on Earth's surface

STRAND HS.11.4. Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people

BENCHMARK HS.11.4.A. Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to

EXPECTATION HS.11.4.A.2. Describe the different modes of transportation and communication used by students’ families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.14. How human actions modify the physical environment

STRAND ES.14.3. Consequences for People and Environments: The consequences of human modifications of the physical environment

BENCHMARK ES.14.3.A. Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to

EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND ES.16.1. Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources

BENCHMARK ES.16.1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to

EXPECTATION ES.16.1.A.1. Explain the meaning of the term "resource" and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

EXPECTATION ES.16.1.A.3. Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND ES.16.3. Sustainable Resource Use and Management: The sustainable use of resources in daily life

BENCHMARK ES.16.3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION ES.16.3.A.1. Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

ESSENTIAL NGS.UG. The Uses of Geography
**National Geography Standards (NGS)**

**Science**

**Grade 1 - Adopted: 2012**

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<td><strong>Places and Regions</strong></td>
<td>The physical and human characteristics of places</td>
<td>The Characteristics of Places: Places have physical and human characteristics</td>
<td>Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to</td>
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<td><strong>Physical Systems</strong></td>
<td>The physical processes that shape the patterns of Earth's surface</td>
<td>Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)</td>
<td>Identify attributes of Earth's different physical systems, as exemplified by being able to</td>
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<td>Identify examples of landforms on Earth's surface (e.g., mountains,</td>
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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.PS. Physical Systems
STANDARD PS.7. The physical processes that shape the patterns of Earth's surface
STRAND PS.7.3. Physical Processes: Physical processes shape features on Earth’s surface
BENCHMARK PS.7.3.A. Identify examples of physical processes, as exemplified by being able to
EXPECTATION PS.7.3.A.1. Identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

ESSENTIAL ELEMENT NGS.PS. Physical Systems
STANDARD PS.7. The physical processes that shape the patterns of Earth's surface
STRAND PS.7.3. Physical Processes: Physical processes shape features on Earth’s surface
BENCHMARK PS.7.3.B. Describe how physical processes shape features on Earth’s surface, as exemplified by being able to
EXPECTATION PS.7.3.B.2. Describe the physical processes that shaped particular landform features using pictures of landforms such as canyons, mesas, and deltas.

ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD HS.11. The patterns and networks of economic interdependence on Earth's surface
STRAND HS.11.4. Connecting Economic Activities: Networks of transportation and communications are used to move information, products, and people
BENCHMARK HS.11.4.A. Describe and analyze different modes of transportation and communication used to move people, products, and ideas from place to place, as exemplified by being able to
EXPECTATION HS.11.4.A.2. Describe the different modes of transportation and communication used by students’ families in their work and daily lives and construct a graph with the results to analyze which modes are employed most often.

ESSENTIAL ELEMENT NGS.ES. Environment and Society
STANDARD ES.14. How human actions modify the physical environment
STRAND ES.14.3. Consequences for People and Environments: The consequences of human modifications of the physical environment
BENCHMARK ES.14.3.A. Identify and describe examples of how human activities impact the physical environment, as exemplified by being able to
EXPECTATION ES.14.3.A.1. Identify and describe the changes in local habitats that resulted from human activities.

ESSENTIAL ELEMENT NGS.ES. Environment and Society
STANDARD  ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND  ES.16.1. Types and Meanings of Resources: The characteristics of renewable, nonrenewable, and flow resources

BENCHMARK  ES.16.1.A. Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to Explain the meaning of the term "resource" and then illustrate the idea of

EXPECTATION  ES.16.1.A.1. renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.

EXPECTATION  ES.16.1.A.3. Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.

ESSENTIAL ELEMENT  NGS.ES. Environment and Society

STANDARD  ES.16. The changes that occur in the meaning, use, distribution, and importance of resources

STRAND  ES.16.3. Sustainable Resource Use and Management: The sustainable use of resources in daily life

BENCHMARK  ES.16.3.A. Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to

EXPECTATION  ES.16.3.A.1. Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.

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.18.1. Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events

BENCHMARK  UG.18.1.A. Analyze geographic contexts in which current events and issues occur, as exemplified by being able to

EXPECTATION  UG.18.1.A.3. Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.

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.18.2. Changes in Geographic Contexts: Places, regions, and environments will continue to change

BENCHMARK  UG.18.2.A. Describe current changes in places, regions, and environments and predict how these locations may be different in the future, as exemplified by being able to

EXPECTATION  UG.18.2.A.1. Describe how to plan for the environmental future of a place by completing the following statements: “I will keep....” “I will change....” and “I will remove....”

National Geography Standards (NGS)

Science
Grade 2 - 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.2.** Identify examples of water features on Earth's surface that comprise the hydrosphere (e.g., oceans, rivers, lakes, water vapor, ground water, different types of precipitation).

**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.PS.** Physical Systems

**STANDARD**

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

**STRAND**

**PS.7.3.** Physical Processes: Physical processes shape features on Earth’s surface

**BENCHMARK**

**PS.7.3.A.** Identify examples of physical processes, as exemplified by being able to

**EXPECTATION**

**PS.7.3.A.1.** Identify different cycles in Earth’s systems (e.g., water cycle, carbon cycle, wind or water erosion, weathering, deposition, mass wasting).

**ESSENTIAL ELEMENT**

**NGS.PS.** Physical Systems

**STANDARD**

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

**STRAND**

**PS.7.3.** Physical Processes: Physical processes shape features on Earth’s surface

**BENCHMARK**

**PS.7.3.B.** Describe how physical processes shape features on Earth’s surface, as exemplified by being able to

**EXPECTATION**

**PS.7.3.B.2.** Describe the physical processes that shaped particular landform features
using pictures of landforms such as canyons, mesas, and deltas.

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<td>BENCHMARK</td>
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<td>HS.11.4.A.2.</td>
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<td>BENCHMARK</td>
<td>ES.16.1.A.</td>
<td>Identify and explain the characteristics of renewable, nonrenewable, and flow resources, as exemplified by being able to</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>ES.16.1.A.1.</td>
<td>Explain the meaning of the term &quot;resource&quot; and then illustrate the idea of renewable, nonrenewable, and flow resources by sorting example photographs into each of the three categories.</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>ES.16.1.A.3.</td>
<td>Identify the types of nonrenewable resources students and their families use in their everyday lives and identify renewable and flow resources that could be used instead of nonrenewable resources.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL ELEMENT</th>
<th>NGS.ES.</th>
<th>Environment and Society</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD</td>
<td>ES.16.</td>
<td>The changes that occur in the meaning, use, distribution, and importance of resources</td>
</tr>
<tr>
<td>STRAND</td>
<td>ES.16.3.</td>
<td>Sustainable Resource Use and Management: The sustainable use of resources in daily life</td>
</tr>
<tr>
<td>BENCHMARK</td>
<td>ES.16.3.A.</td>
<td>Identify the ways in which different types of resources can be conserved, reused, and recycled, as exemplified by being able to</td>
</tr>
<tr>
<td>EXPECTATION</td>
<td>ES.16.3.A.1.</td>
<td>Identify the advantages and disadvantages of recycling and reusing materials made from resources that people value.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ESSENTIAL ELEMENT</th>
<th>NGS.UG.</th>
<th>The Uses of Geography</th>
</tr>
</thead>
<tbody>
<tr>
<td>STANDARD</td>
<td>UG.18.</td>
<td>How to apply geography to interpret the present and plan for the future</td>
</tr>
</tbody>
</table>
Using Geography to Interpret the Present and Plan for the Future: Geographic contexts (the human and physical characteristics of places and environments) are the settings for current events.

Analyze geographic contexts in which current events and issues occur, as exemplified by being able to analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.

Analyze a current environmental issue in the region (e.g., building or demolishing a dam, building or expansion of freeway system, creation of parks and open spaces, regulatory legislation on industry to prevent further air, water, and land pollution) and describe ways in which people and the environment interact to affect the issue positively and negatively.

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

How to use mental maps to organize information about people, places, and environments in a spatial context

Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions

Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

ESSENTIAL ELEMENT NGS.PR. Places and Regions

The physical and human characteristics of places

The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations

Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to identify and describe the defining characteristics of the student’s community as a place.

National Geography Standards (NGS)

Social Studies

Grade K - 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.PR. Places and Regions
STANDARD PR.5. That people create regions to interpret Earth's complexity
STRAND PR.5.1. The Concept of Region: Regions are areas of Earth’s surface with unifying physical and/or human characteristics
BENCHMARK PR.5.1.A. Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to
EXPECTATION PR.5.1.A.2. Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.6. How culture and experience influence people's perceptions of places and regions
STRAND PR.6.1. The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK PR.6.1.A. Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION PR.6.1.A.2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

ESSENTIAL ELEMENT NGS.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.PS.  Physical Systems

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

STRAND  PS.8.1.  Components of Ecosystems: The components of ecosystems

BENCHMARK  PS.8.1.A.  Identify the components of different ecosystems, as exemplified by being able to

EXPECTATION  PS.8.1.A.3.  Describe local ecosystems by surveying and recording the properties of their components.

ESSENTIAL ELEMENT  NGS.HS.  Human Systems

STANDARD  HS.9.  The characteristics, distribution, and migration of human populations on Earth's surface

STRAND  HS.9.2.  Spatial Distribution of Population: People live in many different places on Earth

BENCHMARK  HS.9.2.B.  Explain why people live in different types of places, as exemplified by being able to

EXPECTATION  HS.9.2.B.1.  Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

ESSENTIAL ELEMENT  NGS.HS.  Human Systems

STANDARD  HS.12.  The processes, patterns, and functions of human settlement

STRAND  HS.12.3.  Patterns of Settlement: There are different types of settlements

BENCHMARK  HS.12.3.A.  Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to

EXPECTATION  HS.12.3.A.2.  Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

ESSENTIAL ELEMENT  NGS.HS.  Human Systems

STANDARD  HS.12.  The processes, patterns, and functions of human settlement

STRAND  HS.12.4.  Urban Forms and Functions: There are different types of urban land uses

BENCHMARK  HS.12.4.A.  Analyze the different ways land is used in the community, as exemplified by being able to

EXPECTATION  HS.12.4.A.2.  Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

ESSENTIAL ELEMENT  NGS.ES.  Environment and Society

STANDARD  ES.14.  How human actions modify the physical environment

STRAND  ES.14.1.  Modification of the Physical Environment: People modify the physical environment
BENCHMARK ES.14.1.A. Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

ESSENTIAL ELEMENT NGS.ES. Environment and Society

STANDARD ES.15. How physical systems affect human systems

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

BENCHMARK ES.15.1.A. Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

EXPECTATION ES.15.1.A.1. Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).

EXPECTATION ES.15.1.A.3. Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

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).

National Geography Standards (NGS)

Social Studies

Grade 1 - Adopted: 2012

ESSENTIAL ELEMENT NGS.WST. The World in Spatial Terms

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

STRAND WST.2.4. Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions

BENCHMARK WST.2.4.A. Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to

EXPECTATION WST.2.4.A.1. Identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

EXPECTATION WST.2.4.A.3. Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

ESSENTIAL ELEMENT NGS.PR. Places and Regions
The physical and human characteristics of places

The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations

Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to

Identify and describe the defining characteristics of the student’s community as a place.

The physical and human characteristics of places

The Characteristics of Places: Places have physical and human characteristics

Describe and compare the physical characteristics of places at a variety of scales, local to global, as exemplified by being able to

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

That people create regions to interpret Earth's complexity

The Concept of Region: Regions are areas of Earth’s surface with unifying physical and/or human characteristics

Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to

Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

How culture and experience influence people's perceptions of places and regions

The Perception of Places and Regions: People can have different views of the same places and regions

Describe how people view places in their community differently, as exemplified by being able to

Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

The physical processes that shape the patterns of Earth's surface

Components of Earth’s Physical Systems: There are four components of Earth's physical systems (the atmosphere, biosphere, hydrosphere, and lithosphere)

Identify attributes of Earth's different physical systems, as exemplified by being able to

Identify different attributes of physical systems in photographs (e.g., sky, clouds, plants, soil, oceans, lakes, mountains).

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.PS. Physical Systems
STANDARD PS.8. The characteristics and spatial distribution of ecosystems and biomes on Earth's surface
STRAND PS.8.1. Components of Ecosystems: The components of ecosystems
BENCHMARK PS.8.1.A. Identify the components of different ecosystems, as exemplified by being able to
EXPECTATION PS.8.1.A.3. Describe local ecosystems by surveying and recording the properties of their components.

ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD HS.9. The characteristics, distribution, and migration of human populations on Earth's surface
STRAND HS.9.2. Spatial Distribution of Population: People live in many different places on Earth
BENCHMARK HS.9.2.B. Explain why people live in different types of places, as exemplified by being able to
EXPECTATION HS.9.2.B.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD HS.12. The processes, patterns, and functions of human settlement
STRAND HS.12.3. Patterns of Settlement: There are different types of settlements
BENCHMARK HS.12.3.A. Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to
EXPECTATION HS.12.3.A.2. Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).

ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD HS.12. The processes, patterns, and functions of human settlement
STRAND HS.12.4. Urban Forms and Functions: There are different types of urban land uses
BENCHMARK HS.12.4.A. Analyze the different ways land is used in the community, as exemplified by being able to
EXPECTATION HS.12.4.A.2. Analyze a community history to describe changes in land use over time
(e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

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

**STANDARD**  ES.14. How human actions modify the physical environment

**STRAND**  ES.14.1. Modification of the Physical Environment: People modify the physical environment

**BENCHMARK**  ES.14.1.A. Identify and describe ways in which humans modify the physical environment, as exemplified by being able to

**EXPECTATION**  ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

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

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

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

**BENCHMARK**  ES.15.1.A. Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to

**EXPECTATION**  ES.15.1.A.1. Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms). Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

**EXPECTATION**  ES.15.1.A.3. Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

**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).

**National Geography Standards (NGS)**

**Social Studies**

**Grade 2 - Adopted: 2012**

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

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

**STRAND**  WST.2.4. Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions

**BENCHMARK**  WST.2.4.A. Describe how an individual’s views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to
EXPECTATION WST.2.4.A.1. Identify and describe differences in students’ sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc.

EXPECTATION WST.2.4.A.3. Describe the differences in students’ views of a popular community attraction based on the details in their mental maps.

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.4. The physical and human characteristics of places
STRAND PR.4.1. The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations
BENCHMARK PR.4.1.A. Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to
EXPECTATION PR.4.1.A.2. Identify and describe the defining characteristics of the student’s community as a place.

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.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.PR. Places and Regions
STANDARD PR.5. That people create regions to interpret Earth’s complexity
STRAND PR.5.1. The Concept of Region: Regions are areas of Earth’s surface with unifying physical and/or human characteristics
BENCHMARK PR.5.1.A. Describe the distinguishing characteristics and meanings of several different regions, as exemplified by being able to
EXPECTATION PR.5.1.A.2. Identify the physical and human characteristics that can be used to define a region within the local community (e.g., the characteristics of a retail strip mall area, downtown or central business district, boundaries of ethnic neighborhoods).

ESSENTIAL ELEMENT NGS.PR. Places and Regions
STANDARD PR.6. How culture and experience influence people's perceptions of places and regions
STRAND PR.6.1. The Perception of Places and Regions: People can have different views of the same places and regions
BENCHMARK PR.6.1.A. Describe how people view places in their community differently, as exemplified by being able to
EXPECTATION PR.6.1.A.2. Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views.

ESSENTIAL ELEMENT NGS.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.PS. Physical Systems

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

**STRAND** PS.8.1. Components of Ecosystems: The components of ecosystems

**BENCHMARK** PS.8.1.A. Identify the components of different ecosystems, as exemplified by being able to

**EXPECTATION** PS.8.1.A.3. Describe local ecosystems by surveying and recording the properties of their components.

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.9. The characteristics, distribution, and migration of human populations on Earth's surface

**STRAND** HS.9.2. Spatial Distribution of Population: People live in many different places on Earth

**BENCHMARK** HS.9.2.B. Explain why people live in different types of places, as exemplified by being able to

**EXPECTATION** HS.9.2.B.1. Describe and explain why the founders of the local community elected to settle there (e.g., easily accessible or defensible, acceptable climatic conditions, proximity to other resources or transportation routes).

**ESSENTIAL ELEMENT** NGS.HS. Human Systems

**STANDARD** HS.12. The processes, patterns, and functions of human settlement

**STRAND** HS.12.3. Patterns of Settlement: There are different types of settlements

**BENCHMARK** HS.12.3.A. Compare and explain the different types of settlements in the local region and the United States, as exemplified by being able to

**EXPECTATION** HS.12.3.A.2. Analyze and compare the patterns of settlement of selected US cities (e.g., suburban sprawl of Los Angeles, linear mountain valley town of Aspen, Colorado, riverfront settlement of Charleston, South Carolina, the planned city of Washington, DC).
ESSENTIAL ELEMENT NGS.HS. Human Systems
STANDARD HS.12. The processes, patterns, and functions of human settlement
STRAND HS.12.4. Urban Forms and Functions: There are different types of urban land uses
BENCHMARK HS.12.4.A. Analyze the different ways land is used in the community, as exemplified by being able to
EXPECTATION HS.12.4.A.2. Analyze a community history to describe changes in land use over time (e.g., farms developed into suburbs, factory buildings changed to urban malls, unused train depots transformed to restaurants or art centers).

ESSENTIAL ELEMENT NGS.ES. Environment and Society
STANDARD ES.14. How human actions modify the physical environment
STRAND ES.14.1. Modification of the Physical Environment: People modify the physical environment
BENCHMARK ES.14.1.A. Identify and describe ways in which humans modify the physical environment, as exemplified by being able to
EXPECTATION ES.14.1.A.1. Identify and describe examples of human modifications to the physical environment surrounding the school or neighborhood (e.g., paving over vegetated areas, constructing buildings, building bridges, installing culverts or drainage ditches, removing or adding trees or shrubs).

ESSENTIAL ELEMENT NGS.ES. Environment and Society
STANDARD ES.15. How physical systems affect human systems
STRAND ES.15.1. Environmental Opportunities and Constraints: The physical environment provides opportunities for and imposes constraints on human activities
BENCHMARK ES.15.1.A. Describe examples in which the physical environment provides opportunities for human activities, as exemplified by being able to
EXPECTATION ES.15.1.A.1. Identify and describe the characteristics of the community’s physical environment that first attracted people and enabled them to thrive and prosper (e.g., climate, water, soil, landforms).
EXPECTATION ES.15.1.A.3. Describe how people take advantage of the physical environment of their local community (e.g., water supply, farming, gardens, recreational activities).

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).

Next Generation Science Standards (NGSS)
Science
Grade K - Adopted: 2013
STRAND NGSS.K-ESS. EARTH AND SPACE SCIENCE
**K-ESS2. Earth’s Systems**

Students who demonstrate understanding can:

**PERFORMANCE EXPECTATION 1.** Use and share observations of local weather conditions to describe patterns over time.

**PERFORMANCE EXPECTATION 2.** Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

**K-ESS3. Earth and Human Activity**

Students who demonstrate understanding can:

**PERFORMANCE EXPECTATION 3.** Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Next Generation Science Standards (NGSS) Science

**Grade 1 - Adopted: 2013**

**NGSS.1-ESS.**

**1-ESS1. Earth’s Place in the Universe**

Students who demonstrate understanding can:

**PERFORMANCE EXPECTATION 2.** Make observations at different times of year to relate the amount of daylight to the time of year.

Next Generation Science Standards (NGSS) Science

**Grade 2 - Adopted: 2013**

**NGSS.2-ESS.**

**2-ESS2. Earth’s Systems**

Students who demonstrate understanding can:

**PERFORMANCE EXPECTATION 2.** Develop a model to represent the shapes and kinds of land and bodies of water in an area.

**PERFORMANCE EXPECTATION 3.** Obtain information to identify where water is found on Earth and that it can be solid or liquid.