

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

Subjects: Science, Social Studies

Grades: 2, 3, 4

Virtual Field Trips

Grade 3 - The First Americans

National Council for the Social Studies (NCSS)

Social Studies

Grade 2 - Adopted: 2010

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| 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 | 1.1.4. How culture may change in response to changing needs and concerns. |
| LEARNING EXPECTATION | 1.1.5. How individuals learn the elements of their culture through interactions with other members of the culture group. |
| THEME | NCSS.1. CULTURE |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY. |
| CATEGORY | 1.2. PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 1.2.1. Ask and find answers to questions related to culture in the contexts of school, community, state, and region. |
| THEME | NCSS.2. TIME, CONTINUITY, AND CHANGE |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY. |
| CATEGORY | 2.1. KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 2.1.1. The study of the past is the story of communities, nations, and the world. |
| LEARNING EXPECTATION | 2.1.2. Key concepts such as: past, present, future, similarity, difference, and change. |
| LEARNING EXPECTATION | 2.1.3. That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. |
| LEARNING EXPECTATION | 2.1.4. Key people, events, and places associated with the history of the community, nation, and world. |
| 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. |

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| LEARNING EXPECTATION | 2.1.6. | That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. |
| LEARNING EXPECTATION | 2.1.7. | That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. |
| 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. |
| LEARNING EXPECTATION | 2.2.3. | Identify examples of both continuity and change, as depicted in stories, photographs, and documents. |
| LEARNING EXPECTATION | 2.2.4. | Describe examples of cause-effect relationships. |
| LEARNING EXPECTATION | 2.2.6. | Describe how people in the past lived, and research their values and beliefs |
| 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 | 3.1.7. | 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. |
| CATEGORY | 3.2. | PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 3.2.1. | Ask and find answers to geographic questions related to the school, community, state, region, and world. |
| THEME | NCSS.4. | INDIVIDUAL DEVELOPMENT AND IDENTITY |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY. |
| CATEGORY | 4.3. | 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 | 5.1.2. | Concepts such as: community, culture, role, competition, cooperation, rules, |

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| EXPECTATION | | and norms. |
| 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 | 5.2.5. | Provide examples of the role of institutions in furthering both continuity and change. |
| THEME | NCSS.6. | POWER, AUTHORITY, AND GOVERNANCE |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE. |
| CATEGORY | 6.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 6.1.2. | Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. |
| THEME | NCSS.10. | CIVIC IDEALS AND PRACTICES |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC. |
| CATEGORY | 10.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 10.1.4. | Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. |

National Council for the Social Studies (NCSS)

Social Studies

Grade 3 - Adopted: 2010

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| 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 | 1.1.4. | How culture may change in response to changing needs and concerns. |
| LEARNING EXPECTATION | 1.1.5. | How individuals learn the elements of their culture through interactions with other members of the culture group. |
| THEME | NCSS.1. | CULTURE |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY. |
| CATEGORY | 1.2. | PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 1.2.1. | Ask and find answers to questions related to culture in the contexts of school, community, state, and region. |
| THEME | NCSS.2. | TIME, CONTINUITY, AND CHANGE |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES |

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| | | THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY. |
| CATEGORY | 2.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 2.1.1. | The study of the past is the story of communities, nations, and the world. |
| LEARNING EXPECTATION | 2.1.2. | Key concepts such as: past, present, future, similarity, difference, and change. |
| LEARNING EXPECTATION | 2.1.3. | That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. |
| LEARNING EXPECTATION | 2.1.4. | Key people, events, and places associated with the history of the community, nation, and world. |
| 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. |
| LEARNING EXPECTATION | 2.1.6. | That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. |
| LEARNING EXPECTATION | 2.1.7. | That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. |
| 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. |
| LEARNING EXPECTATION | 2.2.3. | Identify examples of both continuity and change, as depicted in stories, photographs, and documents. |
| LEARNING EXPECTATION | 2.2.4. | Describe examples of cause-effect relationships. |
| LEARNING EXPECTATION | 2.2.6. | Describe how people in the past lived, and research their values and beliefs |
| 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 | 3.1.7. | 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. |
| CATEGORY | 3.2. | PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 3.2.1. | Ask and find answers to geographic questions related to the school, community, state, region, and world. |

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| 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.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 | 5.2.5. Provide examples of the role of institutions in furthering both continuity and change. |
| THEME | NCSS.6. POWER, AUTHORITY, AND GOVERNANCE |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE. |
| CATEGORY | 6.1. KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 6.1.2. Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. |
| THEME | NCSS.10. CIVIC IDEALS AND PRACTICES |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES, AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC. |
| CATEGORY | 10.1. KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 10.1.4. Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. |

National Council for the Social Studies (NCSS)

Social Studies

Grade 4 - Adopted: 2010

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| THEME | NCSS.1. CULTURE |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY. |

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| CATEGORY | 1.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 1.1.4. | How culture may change in response to changing needs and concerns. |
| LEARNING EXPECTATION | 1.1.5. | How individuals learn the elements of their culture through interactions with other members of the culture group. |
| THEME | NCSS.1. | CULTURE |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF CULTURE AND CULTURAL DIVERSITY. |
| CATEGORY | 1.2. | PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 1.2.1. | Ask and find answers to questions related to culture in the contexts of school, community, state, and region. |
| THEME | NCSS.2. | TIME, CONTINUITY, AND CHANGE |
| DEFINITION | | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF THE PAST AND ITS LEGACY. |
| CATEGORY | 2.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 2.1.1. | The study of the past is the story of communities, nations, and the world. |
| LEARNING EXPECTATION | 2.1.2. | Key concepts such as: past, present, future, similarity, difference, and change. |
| LEARNING EXPECTATION | 2.1.3. | That we can learn our personal past and the past of communities, nations, and the world by means of stories, biographies, interviews, and original sources such as documents, letters, photographs, and artifacts. |
| LEARNING EXPECTATION | 2.1.4. | Key people, events, and places associated with the history of the community, nation, and world. |
| 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. |
| LEARNING EXPECTATION | 2.1.6. | That people view and interpret historical events differently because of the times in which they live, the experiences they have, and the point of view they hold. |
| LEARNING EXPECTATION | 2.1.7. | That historical events occurred in times that differed from our own, but often have lasting consequences for the present and future. |
| 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. |
| LEARNING EXPECTATION | 2.2.3. | Identify examples of both continuity and change, as depicted in stories, photographs, and documents. |
| LEARNING EXPECTATION | 2.2.4. | Describe examples of cause-effect relationships. |
| LEARNING EXPECTATION | 2.2.6. | Describe how people in the past lived, and research their values and beliefs |
| 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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| 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 | 3.1.7. | 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. | |
| CATEGORY | 3.2. | PROCESSES - Learners will be able to: |
| LEARNING EXPECTATION | 3.2.1. | Ask and find answers to geographic questions related to the school, community, state, region, and world. |
| THEME | NCSS.4. INDIVIDUAL DEVELOPMENT AND IDENTITY | |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF INDIVIDUAL DEVELOPMENT AND IDENTITY. | |
| CATEGORY | 4.3. | 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.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 | 5.2.5. | Provide examples of the role of institutions in furthering both continuity and change. |
| THEME | NCSS.6. POWER, AUTHORITY, AND GOVERNANCE | |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES THAT PROVIDE FOR THE STUDY OF HOW PEOPLE CREATE, INTERACT WITH, AND CHANGE STRUCTURES OF POWER, AUTHORITY, AND GOVERNANCE. | |
| CATEGORY | 6.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 6.1.2. | Fundamental ideas that are the foundation of American constitutional democracy, including those of the U.S. Constitution, the rule of law, separation of powers, checks and balances, minority rights, and the separation of church and state. |
| THEME | NCSS.10. CIVIC IDEALS AND PRACTICES | |
| DEFINITION | SOCIAL STUDIES PROGRAMS SHOULD INCLUDE EXPERIENCES | |

THAT PROVIDE FOR THE STUDY OF THE IDEALS, PRINCIPLES,
AND PRACTICES OF CITIZENSHIP IN A DEMOCRATIC REPUBLIC.

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| CATEGORY | 10.1. | KNOWLEDGE - Learners will understand: |
| LEARNING EXPECTATION | 10.1.4. | Democratic ideals and practices are often represented in excerpts from contemporary and historical sources, quotations, and stories. |

National Geography Standards (NGS)

Social Studies

Grade 2 - Adopted: **2012**

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

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| STANDARD | HS.9. | The characteristics, distribution, and migration of human populations on Earth's surface |
| STRAND | HS.9.3. | Migration: People move for a variety of reasons |
| BENCHMARK | HS.9.3.A. | Describe examples of different human migrations, as exemplified by being able to |
| EXPECTATION | HS.9.3.A.2. | Describe why and how the Pilgrims moved from England to the US colonies. |
| ESSENTIAL ELEMENT | NGS.HS. | Human Systems |
| STANDARD | HS.10. | The characteristics, distribution, and complexity of Earth's cultural mosaics |
| STRAND | HS.10.1. | Characteristics of Culture: A culture has distinctive characteristics |
| BENCHMARK | HS.10.1.A. | Identify and describe the characteristics of a culture, as exemplified by being able to |
| EXPECTATION | HS.10.1.A.3. | Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. |
| 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). |
| ESSENTIAL ELEMENT | NGS.UG. | The Uses of Geography |
| STANDARD | UG.17. | How to apply geography to interpret the past |
| STRAND | UG.17.1. | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past |
| BENCHMARK | UG.17.1.A. | Describe the geographic context in which a historical event occurred, as exemplified by being able to |
| EXPECTATION | UG.17.1.A.3. | Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. |

**National Geography Standards (NGS)
Social Studies**

Grade 3 - Adopted: 2012

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| ESSENTIAL ELEMENT | NGS.WST. | The World in Spatial Terms |
| STANDARD | WST.2. | How to use mental maps to organize information about people, places, and environments in a spatial context |
| STRAND | WST.2.4. | Individual Perceptions Shape Mental Maps: Individuals may have different mental maps of places and regions |
| BENCHMARK | WST.2.4.A. | Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to |
| EXPECTATION | WST.2.4.A.1. | Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc. |
| EXPECTATION | WST.2.4.A.3. | Describe the differences in students' views of a popular community attraction based on the details in their mental maps. |
| ESSENTIAL ELEMENT | NGS.PR. | Places and Regions |
| STANDARD | PR.4. | The physical and human characteristics of places |
| STRAND | PR.4.1. | The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations |
| BENCHMARK | PR.4.1.A. | Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to |
| EXPECTATION | PR.4.1.A.2. | Identify and describe the defining characteristics of the student's community as a place. |
| ESSENTIAL ELEMENT | NGS.PR. | Places and Regions |
| STANDARD | PR.6. | How culture and experience influence people's perceptions of places and regions |
| STRAND | PR.6.1. | The Perception of Places and Regions: People can have different views of the same places and regions |
| BENCHMARK | PR.6.1.A. | Describe how people view places in their community differently, as exemplified by being able to |
| EXPECTATION | PR.6.1.A.2. | Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views. |
| ESSENTIAL ELEMENT | NGS.HS. | Human Systems |
| STANDARD | HS.9. | The characteristics, distribution, and migration of human populations on Earth's surface |
| STRAND | HS.9.3. | Migration: People move for a variety of reasons |
| BENCHMARK | HS.9.3.A. | Describe examples of different human migrations, as exemplified by being able to |
| EXPECTATION | HS.9.3.A.2. | Describe why and how the Pilgrims moved from England to the US colonies. |
| ESSENTIAL ELEMENT | NGS.HS. | Human Systems |

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| STANDARD | HS.10. | The characteristics, distribution, and complexity of Earth's cultural mosaics |
| STRAND | HS.10.1. | Characteristics of Culture: A culture has distinctive characteristics |
| BENCHMARK | HS.10.1.A. | Identify and describe the characteristics of a culture, as exemplified by being able to |
| EXPECTATION | HS.10.1.A.3. | Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. |
| 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). |
| ESSENTIAL ELEMENT | NGS.UG. | The Uses of Geography |
| STANDARD | UG.17. | How to apply geography to interpret the past |
| STRAND | UG.17.1. | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past |
| BENCHMARK | UG.17.1.A. | Describe the geographic context in which a historical event occurred, as exemplified by being able to |
| EXPECTATION | UG.17.1.A.3. | Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. |

National Geography Standards (NGS)

Social Studies

Grade 4 - Adopted: 2012

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| 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 |

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| | | different mental maps of places and regions |
| BENCHMARK | WST.2.4.A. | Describe how an individual's views and understandings of places and regions differ, as expressed by his or her mental map, as exemplified by being able to |
| EXPECTATION | WST.2.4.A.1. | Identify and describe differences in students' sketch maps of their community, including differences in details on their maps, scale, labels, location of features, etc. |
| EXPECTATION | WST.2.4.A.3. | Describe the differences in students' views of a popular community attraction based on the details in their mental maps. |
| ESSENTIAL ELEMENT | NGS.PR. | Places and Regions |
| STANDARD | PR.4. | The physical and human characteristics of places |
| STRAND | PR.4.1. | The Concept of Place: Places are locations having distinctive characteristics that give them meaning and distinguish them from other locations |
| BENCHMARK | PR.4.1.A. | Describe the distinguishing characteristics and meanings of several different places, as exemplified by being able to |
| EXPECTATION | PR.4.1.A.2. | Identify and describe the defining characteristics of the student's community as a place. |
| ESSENTIAL ELEMENT | NGS.PR. | Places and Regions |
| STANDARD | PR.6. | How culture and experience influence people's perceptions of places and regions |
| STRAND | PR.6.1. | The Perception of Places and Regions: People can have different views of the same places and regions |
| BENCHMARK | PR.6.1.A. | Describe how people view places in their community differently, as exemplified by being able to |
| EXPECTATION | PR.6.1.A.2. | Describe how students view three well-known places in the community (e.g., police station, hospital, grocery store, shopping mall, school, park) and use the descriptions to illustrate the differences in their views. |
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| STANDARD | HS.9. | The characteristics, distribution, and migration of human populations on Earth's surface |
| STRAND | HS.9.3. | Migration: People move for a variety of reasons |
| BENCHMARK | HS.9.3.A. | Describe examples of different human migrations, as exemplified by being able to |
| EXPECTATION | HS.9.3.A.2. | Describe why and how the Pilgrims moved from England to the US colonies. |
| ESSENTIAL ELEMENT | NGS.HS. | Human Systems |
| STANDARD | HS.10. | The characteristics, distribution, and complexity of Earth's cultural mosaics |
| STRAND | HS.10.1. | Characteristics of Culture: A culture has distinctive characteristics |
| BENCHMARK | HS.10.1.A. | Identify and describe the characteristics of a culture, as exemplified by being able to |
| EXPECTATION | HS.10.1.A.3. | Identify and describe the distinctive cultural characteristics of groups that immigrated to the United States in the past. |
| ESSENTIAL ELEMENT | NGS.ES. | Environment and Society |

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| 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 |
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| STANDARD | UG.17. | How to apply geography to interpret the past |
| STRAND | UG.17.1. | Using Geography to Interpret the Past: Geographic contexts (the human and physical characteristics of places and environments) are the settings for events in the past |
| BENCHMARK | UG.17.1.A. | Describe the geographic context in which a historical event occurred, as exemplified by being able to |
| EXPECTATION | UG.17.1.A.3. | Identify and describe the differences between the geographic contexts of Native American original settlement areas and the current tribal reservations in the United States. |